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ABSTRACT

This document is intended to be a resource to others who would like to emulate the programs and resources of the Center for Cultural Fluency, a center for K-12 teachers trying to address cultural diversity in the classrooms. The Center is a multicural teacher resource facility offering classroom materials and workshops to assist teachers and consequently, their students, to be comfortable with difference. The document briefly reviews the history of Mount St. Mary's College and describes the Center's program, its teacher forums, the staff, the teachers' role, and the history and need context within which the programs were founded. It then delineates the assumptions, philosophy, and goals under which the Center operates, noting its belief in anti-bias action, multiculturalism, interracial communities, and respect for person. In another section, the document outlines the types of community connections needed to make the programs work; the collection of resource materials is described in another section. Other sections are devoted to describing the activities of the Center's teacher forums and its spring conference. Curriculum development and outreach projects are also described. The final sections sets out a blueprint for starting a cultural fluency center. Appendixes list advisory council members, database details, show an agenda for a day's Teacher Forum activity, the pre- and post-Forum Assessment form, and a sample first-year equipment and supplies budget. (Contains 11 endnotes.) (CH)

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Celebrating Cultural Diversity
in Higher Education Series

Teaching for Cultural Fluency

The Center for Cultural Fluency:
A Model Multicultural Resource Center

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Teaching for Cultural Fluency

The Center for Cultural Fluency:
A Model Multicultural Resource Center

Written by
Mariette T. Sawchuk
Nancy S. Taylor

Edited by
Jill Perry

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Contents

Section I: Introduction 4

About Mount St. Mary's College 4
The Center for Cultural Fluency 5
Teacher Forums 6
Staff 6
Teachers Make it Work 6

Section II: History and Context 7

The Need 7
The Center is Created 8

Section III: Assumptions, Philosophy, and Goals 9

Anti-bias 9
Multiculturalism 10
Interracial Community 10
Respect for Persons as Individuals 10
Defining Cultural Fluency 10

Section IV: Community Connections 12

Advisory Council 12
Connections with Local School Districts 12
Community Cultural Centers 13
Corporations and Foundations 13
Publicizing the Center for Cultural Fluency 14

Section V: The Resource Collection 15

Instructional Materials 15
Collection Criteria 15
Collection Methods 15
Cataloging Materials 16
Clipping Files 16
Links to the Community 17
Center Constituents 17

Section VI: A Forum for Teachers 19

Why a Forum for Teachers? 19
Who Participates? 19
How is the Forum Structured? 19
What is the Content of the Forum? 20
How are the Forums Evaluated? 20

Section VII: Spring Conference 22

Classroom Projects 22
Cultural Immersion Projects 24
Evaluations 24

Section VIII: Curriculum Development and Outreach Projects 25

The Center's Impact 25
Outreach Activities 25
Future Projects: School-Based Partnerships 26
American Heritage Boxes 26
Summer Institute for Teachers 27

Section IX: Starting A Center for Cultural Fluency 28

Institutional Commitment 28
Staff 28
The Collection 28
Facilities 29
Equipment 29
Acquisitions and Organization 29
Resource Database 30
Community Support 31
Professional Development Activities 31
Challenges 31
Staying in Touch 32
PrismPublishing 32

Appendix A: Advisory Council Members 33
Appendix B: Database Details 34
Appendix C: A Forum for Teachers 35
Appendix D: Pre- and Post-Forum Assessment 44
Appendix E: First Year Equipment and Supplies Budget 46
Endnotes 47

To the Reader

The authors wish to acknowledge the staff of the Center for Cultural Fluency: Coordinator Dr. Anne Wilcoxen; Education Department Chair Dr. Carla Bartlett; and Education Department Lecturer Debbie Giunta. Their vision, energy, organization, and professional expertise have created the very special place we describe in the following pages.

The Center for Cultural Fluency is grateful to its generous supporters: The Philip Morris Companies, Inc, AT&T, the Annenberg Foundation, Prudential Insurance Company and Delta Airlines.

Section I: *Introduction*

"Why did you color one hand white and the other brown?" a teacher asks a student during a counting exercise in which students traced their hands and numbered the fingers.

"This one is how I am now," says the boy, pointing to the brown hand, "and this (white) is how I will be when I become an American."

♦

"How long have you been here?" a cab driver asks University of California at Berkeley History Professor Ronald Takaki.

"All my life. I was born in the United States," Takaki responds.

"Your English is sure good," the cabbie replies.

America...a nation of immigrants and the land of equality. But who is American? Must we all look the same, eat the same, think the same, or speak the same language?

How can teachers help students become curious and welcoming of differences between themselves and others? What role can teachers play in the classroom today so that students, regardless of race, can picture themselves as successful professional adults who feel at ease within their own culture and with others of different cultures? The Center for Cultural Fluency at Mount St. Mary's College was founded in 1995 to help teachers fulfill those responsibilities.

The Center is a multicultural teacher resource facility offering classroom materials and workshops to assist teachers and consequently, their students, to be comfortable with difference. The Center philosophy is that developing cultural fluency is an exciting, life-long adventure.

The staff feels fortunate to have the benefit of living in such a diverse city, but every classroom in the United States is changing. By creating this monograph, the staff hopes to expand its mission across the country because all educators face the imperative of making all students feel welcome and of teaching the truth about our history. This book can be thought of as a blueprint and inspiration for other institutions or individuals who might be encouraged to develop their own centers for resources and dialogue.

The Center for Cultural Fluency staff is happy to offer individual advice and give updates to readers who have specific questions after reading this monograph.

About Mount St. Mary's College

Founded by the Sisters of St. Joseph of Carondelet in 1925, Mount St. Mary's is an independent, Catholic college with a special concern for the education of women. The College offers a curriculum in which career preparation at every level is firmly based on the liberal arts and sciences. The college also emphasizes the study of ethics and encourages multicultural awareness through academic and co-curricular activities.

For undergraduates, the College offers two-year associate in arts degrees and master's degrees on the Doheny Campus in Downtown Los Angeles and four-year baccalaureate degrees on the Chalon Campus in West Los Angeles. A Weekend College enables working men and women to earn baccalaureate degrees in selected majors. The Health Options Program of Education offers associate degrees and certificates in health-related fields on the Doheny Campus. These include the associate degree in nursing and the occupational therapy assistant program, as well as certificate programs in medical transcription and medical coding. Coeducational graduate programs are available in counseling, education, physical therapy, psychology, and religious studies. Although small, Mount St. Mary's student body is remarkably diverse. The ethnic diversity of the undergraduate student body closely parallels that of Southern California: 9 percent African-American, 22 percent White, 41 percent Hispanic, and 21 percent Asian/Pacific Islander. Approximately 66 percent are Catholic. About half of the students reside on campus.

Every aspect of a Mount St. Mary's College education is characterized by concern for the individual – the student's goals, talents, and development. This concern for the individual student led to the evolution of the College's dual campuses and various programs, unified by one administration and one faculty. At the Doheny campus, Mount St. Mary's College offers an associate in arts degree leading

to immediate employment, although many of the graduates go on to baccalaureate study at the Chalon Campus or other four-year colleges. Courses of study such as the early childhood education program, the physical therapist assistant program, and the associate degree in nursing program attract highly qualified students. In conjunction with the associate degree program, the alternative access program admits students who show potential for success in college despite weak academic records.

The Chalon campus is home to Mount St. Mary's baccalaureate degree programs. Baccalaureate freshmen have average SAT or ACT scores placing them in the top quartile of college-bound students nationwide. Ethnic minorities make up a large percentage of these talented students. Approximately half of the candidates for Mount St. Mary's prestigious, merit-based President's Scholarships are African-, Asian- or Hispanic-American and special opportunities in science are available to ethnic minorities under the Minority Access to Research Careers program. The baccalaureate program has been recognized for its excellence by independent organizations such as *U.S. News and World Report* and *Changing Times* magazines. The honors program, the Women's Leadership Program, and the Model United Nations delegation have been centered at Chalon, although these programs are open to qualified associate degree students as well.

The Center for Cultural Fluency

The Center for Cultural Fluency is a resource center for K-12 teachers who are trying to address the cultural diversity in their classrooms. Begun as a service to teachers by the education department of Mount St. Mary's College, the Center provides materials such as books, videotapes, audio tapes, and art representing culturally diverse perspectives. This collection has become the base for the Center's other activities: professional development opportunities for teachers, curriculum development projects, a clearinghouse for community resources, and outreach to other colleges and universities interested in developing similar centers. At the heart of this enterprise is continual, lively, and productive interaction among the Center staff, teachers, school administrators, college students, and members of the various ethnic communities that make up Los Angeles.

Opened in January 1995, the Center currently contains more than 3,000 items in its collection of multicultural resources for K-12 teachers. Although more than 40 cultures are represented, cultural groups emphasized in the collection are the predominant non-Anglo ethnic and cultural minority groups of Los Angeles: African-American, Asian (including Pilipino[1] culture), Jewish, Latino, and Native American. Books in the collection include fiction, nonfiction, biographies, cookbooks, art books, and picture books. Videotapes cover issues of cultural diversity, folk tales, and documentaries. Audio tapes provide a variety of ethnic music, as well as books on tape, oral history, and storytelling. Among the visual aids are maps, posters, prints, photographs, and games. Selected CD-ROM programs are also available.

In addition, the Center staff have developed a clipping file of current magazine and newspaper articles and teacher reference materials such as curriculum units and customized bibliographies. The Center also has subscriptions to professional journals for teachers such as *Multicultural Education*, *Multicultural Review*, and *Teaching Tolerance*. All of the resource materials are cataloged in a computer database that enables the user to retrieve items using a variety of descriptors for the creation of customized bibliographies. Teachers may borrow any of the materials for use in their classrooms at no charge, and information regarding how to purchase similar materials is readily available for curriculum review teams interested in expanding their school resources. The Center for Cultural Fluency also has many links to the ethnic communities that make up Los Angeles and to the region's artistic and cultural resources, information which it readily makes available to visitors.

The Center's offices include a computer system, work tables and chairs, display racks, file cabinets, large bulletin boards, and storage shelves for books and other materials. A technology lab with computers, multicultural software and access to the Internet is located nearby. The Center is open Wednesday and Thursday afternoons and the first Saturday morning of each month. A staff member is always present to assist visiting teachers in finding and utilizing resources in the collection. The Center for Cultural Fluency also serves as a curriculum laboratory for Mount St. Mary's College undergraduate and graduate students preparing to be teachers.

Teacher Forums

The collection of resource materials forms a basis for the professional development workshops run by the Center for Cultural Fluency each fall. Titled "Making Diversity Work: A Forum for Teachers" these workshops help teachers learn techniques and develop programs for dealing effectively with the cultural diversity in their classrooms. Workshops run from 9:00 a.m. to noon on alternating Saturday mornings for five weeks, followed by afternoon community immersions into Los Angeles neighborhoods. Participating teachers receive two continuing education units for participating in the Forum and a $100 stipend to be spent on multicultural materials for their classrooms. They commit themselves to developing and implementing a multicultural project, which they agree to present at a spring conference for teachers.

Staff

The Center is staffed by education professors at Mount St. Mary's College, who have extensive expertise in multicultural education and curriculum development. Staff members do all the reviewing, ordering, and cataloging of materials, team teach professional development Forums, and assist visiting teachers in locating materials and developing customized bibliographies. In a series of regularly scheduled visits, they inform the administrators and faculties of local schools about the Center's services.

These staff members are experienced teachers with knowledge of the collection and of multicultural curriculum planning. They define their role as networkers, collecting information and resources, then providing that information in a usable form to teachers and members of the community who need it. They do not purport to be experts on any particular culture, rather their expertise is on the curriculum materials themselves and on methods of using these materials in the classroom.

To guide the Center, the staff has gathered an Advisory Council of educators and community leaders representing diverse ethnic groups. These 15 people include teachers, representatives of local ethnic communities, administrators from the Los Angeles Unified School District, and students and graduates of the Mount St. Mary's education department.

Teachers Make it Work

A major goal of the Center for Cultural Fluency is to collect resources for teachers who are responding to a culturally diverse student body and to link those teachers with the resources that already exist in the community. These resources may be materials, institutions, community organizations, other teachers, and community members. The process is an expanding and self-sustaining one. As teachers make new discoveries, they bring that information to the Center. As they develop new curriculum ideas, they contribute descriptions for other teachers to consult. As they find new sources for materials, they alert the staff. Teachers raise new issues for discussion in the Making Diversity Work Forums. They test and refine curriculum materials developed by Center staff. Members of the Advisory Council also share new information, resources, and referrals. The Center for Cultural Fluency provides an opportunity for productive collaboration among K-12 teachers, the Mount St. Mary's College education faculty, and the community, leading to better education for all young people.

Section II: *History and Context*

Mount St. Mary's College has more than 70 years of experience in preparing teachers at both the undergraduate and graduate degree levels for the public and private schools of Los Angeles. The College's student body reflects the ethnic diversity of Southern California with approximately 65 percent coming from non-Anglo families. With the support of the Consortium for the Advancement and Promotion of Higher Education, Knight, Ford, and Equitable foundations and of the Pew Charitable Trusts, the College has done significant curriculum development to meet the needs of its ethnically diverse student body. As a result, the College is nationally recognized as a leader in multicultural education, having published two previous monographs in this *Celebrating Cultural Diversity in Higher Education Series*. In collaboration with CBS, the College produced two multicultural videotapes featuring poet and author Maya Angelou.[2]

Faculty members in the College's education department have been deeply involved in the College's infusion of multicultural perspectives across the curricula, bringing methodologies successful with culturally diverse students into undergraduate and graduate teacher preparation classes. As supervisors of student teachers, they frequently visit schools throughout the greater Los Angeles area, in the mammoth Los Angeles Unified School District, in the Lennox, Alhambra, South Pasadena, and Santa Monica/ Malibu Unified school districts, as well as the parochial schools of the Archdiocese of Los Angeles. Members of the Mount St. Mary's College education faculty know first hand the conditions and challenges in local schools.

The Need

A major challenge for the College and K-12 educators is an increasingly diverse student population. Los Angeles has very large Mexican, Armenian, Korean, Pilipino, Salvadoran, Guatemalan, Jewish, Japanese, Cambodian, Iranian, Gypsy, Samoan and Native American populations. Consequently, the children coming into elementary and secondary schools are from homes where more than 90 different languages are spoken and where an even larger number of cultural traditions are practiced. Typically, teachers do not live in the communities where they teach, and they are often of an ethnicity and culture different from their students.[3]

As Mount St. Mary's College faculty members visited schools and supervised student teachers, particularly after the civil unrest of 1992, they became painfully aware of awkward and painful silences – conversations on diversity that were not happening, opportunities to explore differences that were not being pursued. Many teachers acknowledged the need to discuss racial and ethnic issues, but they felt ill-equipped to begin and moderate such conversations. Mount St. Mary's faculty recognized that elementary and secondary school teachers were in a powerful position to influence young people toward the understanding and tolerance that contributes to building a democratic community. They also knew that most teachers had neither the training nor the materials to help students understand their own and other cultures in addition to the common culture all share as residents of the United States.

Encouraged by senior college administrators, the education department set about bringing the expertise developed at Mount St. Mary's College to K-12 teachers in the greater Los Angeles area. As they explored ways in

...an increasingly diverse student population.

which the College could help teachers, the faculty identified a need for high quality multicultural classroom materials – books for all ages, videotapes, audio tapes, artwork, even games. Surprisingly, teachers have little access to such materials. While professional development centers operated by the Los Angeles Unified School District are heavily used by teachers, not one has a strong multicultural collection available for checkout, and several have been discontinued because of budget constraints. Other colleges and universities in the area have selected resources, such as information on and evaluation of bilingual materials at UCLA and California State University, Los Angeles. The University of Southern California maintains an excellent Spanish Language Center, but this resource center has no materials in English and no information about other cultures. Many multicultural education resources, moreover, are highly

academic in nature. They provide a valuable framework for educators, but do not lend themselves to direct K-12 classroom application. California state-approved texts provide some resources, having improved greatly in their inclusion of the diverse cultures of America. Unfortunately, space dictates that most of these topics are addressed in a cursory manner and the texts are designed for a state and national audience, so the local community experience is not included. Teachers need supplementary resources that enable them to explore issues in greater depth and in a variety of formats, including art and music, which can be powerful supplements to learning in a variety of disciplines.

The Center is Created

The education faculty decided that a multicultural curriculum center for teachers – comfortable, practical, and well stocked with appropriate multicultural classroom materials – would be the best way to bring Mount St. Mary's expertise to K-12 teachers in the Los Angeles area. This space would be open at times convenient for teachers to drop in, browse, and plan classroom projects. It would also be a home for professional development activities focusing on teaching tolerance, expanding the cultural awareness of teacher-participants, and developing practical ideas for use in multicultural classrooms.

The Doheny Campus of Mount St. Mary's College was chosen as the site for the Center because it is well situated at the intersection of major freeways near downtown Los Angeles, at the heart of the city's richly diverse ethnic communities. Within a five mile radius of the Center, there are 323 schools with approximately 6,307 teachers serving 243,000 students. The students in these schools are primarily African-American, Asian (Korean and Chinese), and Latino (Mexican and Central American), generally from lower socio-economic backgrounds. This location was also convenient for students and faculty in the College's early childhood, elementary, secondary, and special education credential programs, who were expected to use it extensively.

Three members of the Mount St. Mary's College education department faculty committed themselves to this project with some release time from their regular teaching course loads. The education department donated (and continues to provide) the services of one student worker six hours a week, a secretary on an as-needed basis, and a graduate intern, who assists with cataloging and maintaining the Center's collection. Grants from AT&T-Western Region, the Annenberg Foundation, and Philip Morris Companies, Inc., have supported the Center. A library consultant was hired during the summer of 1994 to develop a purchasing and cataloging procedure for all Center materials.

In preparation for the Center's opening, a brochure advertising the lending facility was distributed to all public and private schools within a 10 mile radius of the Center. An additional 30 schools closely affiliated with Mount St. Mary's College were also notified. While the first Making Diversity Work Forum was held in the fall of 1994, the Center for Cultural Fluency officially opened in January 1995.

Section III: *Assumptions, Philosophy & Goals*

The Center for Cultural Fluency and Mount St. Mary's College operate under the following set of assumptions about the nature of the United States and of multicultural education.

1. The United States has been a culturally diverse country since its founding. Although Americans may be more aware of racial, ethnic, and cultural diversity today than in the past, such diversity is not new to the nation. While some may respond to this diversity with fear, anger, suspicion or regret, diversity should be one of our nation's greatest strengths.

2. Acknowledging cultural diversity does not preclude the telling of a national story we all share. New immigrants and descendants of the Mayflower pilgrims are inspired by the ideals of equality, freedom, and democracy delineated in the Declaration of Independence and the Constitution of the United States. The struggles of the United States to live up to and embody these ideals, with its successes and failures, belong to all.

3. Culture is a significant factor influencing the behavior consciously and unconsciously. It is easy to think of culture as customs or rituals – the lighting of the menorah on Chanukah, celebrating *Cinco de Mayo*, or flying fish-shaped kites on Children's Day. In fact, however, culture influences every aspect of behavior. One's sense of time, one's way of making friends, ideas about leadership and power, and many complex beliefs and behaviors are all influenced by culture. As a consequence, culture influences daily interactions between people much more than is usually believed.

4. Learning about the cultures of others can promote understanding not division. Some knowledge about diverse cultures and about the role of culture in human societies can prevent misunderstandings and increase the opportunity for friendly, productive interactions on the job, in the classroom, and in the community at large.

5. Educating students about various cultures does not mean abandoning the teaching of Western civilization, although sometimes traditional courses have been eliminated or downplayed in the name of multicultural education. At Mount St. Mary's College and the Center for Cultural Fluency the goal is to expand what teachers and students learn rather than to substitute one exclusive topic for another.

6. Culture affects how students learn, how teachers teach, and how teachers and students interact. Cultural misunderstandings can derail the learning process. When teachers grow in understanding of the cultures from which their students come, they become more effective.

7. Teachers are in a powerful position to influence children and adolescents toward an understanding and appreciation of people from different ethnic groups. To shrink from addressing the ethnic diversity of our communities and the nation itself, a fundamental reality in children's lives, is to shortchange children, leaving them unprepared for the challenges and reality of a multicultural society.

8. The United States and the City of Los Angeles need places where sensitive issues relating to race and culture can be discussed openly in a supportive environment, where people can safely ask questions about other cultures without being labeled ignorant or racist, where dialogue is the rule rather than the exception. The Center for Cultural Fluency strives to be such a site for teachers in Los Angeles.

In all activities, the Center for Cultural Fluency strives to embody four educational values for a multicultural society, cogently described by Lawrence A. Blum for the Distinguished Lecture Series of the University of Massachusetts at Boston[4] and summarized below. These values are anti-bias, multiculturalism, interracial community, and respect for persons as individuals.

Anti-bias

The value of anti-bias, which includes anti-racism, affirms the fundamental moral equality of all human beings. It assumes the positive values of social justice and tolerance, but goes beyond these to include noticing, confronting, opposing and eliminating manifestations of bias. The value of anti-bias commits one to eliminating racist, sexist, agist, and homophobic attitudes in oneself and in society as a whole. The materials selected for the Center collection often include depictions that confront stereotypes and represent the rich diversity within cultures. Anti-bias is explicitly taught in the Making Diversity Work Forums, where participants learn to recognize prevalent stereotypes

and evaluate materials and where they are gently encouraged to examine their own biases.

Multiculturalism

Multiculturalism begins with an understanding and an appreciation of one's own culture, something many Americans lack. In addition, the value of multiculturalism involves a respect for and an interest in the cultures of others and a valuing of diversity itself. The Center was founded to provide materials that teachers and students could use to learn about their own and other cultures. The Forum shows how multicultural materials can be integrated into classrooms. It also provides teachers the opportunity to explore the diverse communities and resources of Los Angeles.

Interracial Community

The value of interracial community means recognizing one's connection with others of different racial, ethnic, and cultural groups not merely theoretically, but in experiences of constructive work and friendship, which lead to shared identification and loyalty. The Making Diversity Work Forum is a place where teachers can experience an interracial community, often for the first time. Participants come from diverse racial and ethnic groups, from different schools, and from different parts of the Los Angeles metropolitan area. Sharing their explorations of culture, resource materials, and teaching techniques, they form connections and bonds transcending their differences.

Respect for Persons as Individuals

Finally, respect for persons as individuals involves the recognition that each person is more than his or her racial and ethnic group, gender, religion, or age. Each person is a unique human being who transcends classification. The staff of the Center for Cultural Fluency model this value in their interactions with teachers visiting the Center and with Forum participants. They recognize that each teacher, each individual, is at a different place on the common journey to cultural fluency. Thus, the staff supports each teacher in his or her exploration of diversity and helps each person to identify and take the next step toward cultural fluency.

Defining Cultural Fluency

The Center for Cultural Fluency aims, as its name suggests, to help teachers become culturally fluent and to develop cultural fluency in their students. What is cultural fluency? It is the ability to move comfortably among cultures from the family culture of home and the ethnic culture of one's community to the educational culture of school and the corporate culture of one's particular workplace. Culturally fluent persons have the following knowledge, sensitivity and skills[5]:

Knowledge

- An understanding of the concept of "culture" and its characteristics, including traditions, rituals, language, music, art, religion, literature, and others.
- Knowledge about their own heritage, history, and contributions to the United States.
- Knowledge about the contributions of various cultural groups in our society.
- An awareness of the similarities and differences among individuals from diverse cultural, ethnic, gender, socioeconomic, and religious groups including their values, languages, abilities, beliefs, styles of life, and political institutions.
- Knowledge of the significance of events, customs, and traditions that are special for different groups.
- Knowledge of the contemporary and historical experiences of ethnic, racial, and cultural groups.
- An understanding of how stereotypes originate, persist, and damage relations among ethnic groups.
- An understanding of economic and political motivations in human relationships.

Sensitivity

- Pride in their ethnic heritage.
- Confidence in their own identities.
- An appreciation of others on the basis of individual worth regardless of culture, ethnicity, gender, socioeconomic background, ability, and religion.
- An acceptance and appreciation of the diversity of the culture of the United States.
- Sensitivity to culture in looking at contemporary moral problems, societal conflicts, and issues of personal identity.

Skills

- Ability to recognize various forms of stereotyping, prejudice, and discrimination.
- Ability to examine cultures other than their own while recognizing their own biases and cultural assumptions.
- Ability to analyze values of different cultural groups.
- Ability to contribute to conflict resolution by persuasion and rational discourse.
- Ability to develop and maintain positive relationships with other individuals or groups and respond constructively to conflicts in relationships.
- Ability to be effective participants in democratic decision making.

Cultural fluency is more an ideal to work toward than a state to be achieved. Given the richness and complexity of human cultures, there will always be more to learn about others. Given the subtle influence of culture, there will always be more to learn about ourselves. The Center for Cultural Fluency has been created to help teachers and students on this journey of discovery.

Section IV: *Community Connections*

The effectiveness of the Center for Cultural Fluency depends on strong connections with many groups in the Los Angeles area, including ethnic communities, educators and administrators in local school districts, and foundations and corporations interested in education and diversity. These connections insure that the Center portrays ethnic communities accurately and meets teachers' needs. By coordinating projects with local school districts, the Center provides additional resources for teachers without duplicating city or county programs.

Advisory Council

From the Center's inception, the staff recognized the need to keep in close touch with representatives of Los Angeles' many communities. Anne Wilcoxen, Center coordinator, describes their thinking: "We are not experts on all the cultural groups that make up Los Angeles and we don't purport to be. We have a large network of professional and personal contacts throughout the diverse communities of Los Angeles who help us." To provide for formal oversight, the staff established an Advisory Council composed of students and faculty from Mount St. Mary's College, classroom teachers and administrators in the Los Angeles Unified School District and the Archdiocese of Los Angeles Department of Catholic Schools. The Advisory Council has 15 members of African-American, Chinese, European, Japanese, Korean, Latino, and Pilipino descent, and they are crucial to the Center's effective functioning. A list of the Council members can be found in Appendix A.

The Advisory Council meets twice a year to review and offer advice about current and proposed Center activities such as the creation of the Center's home page on the World Wide Web. This subject sparked a vigorous discussion about improving access to computer technology in many ethnic communities. Members reminded the staff that one of the Center's greatest strengths is the dialogue it engenders. They encouraged the staff to find ways of making the home page interactive, thus expanding opportunities for dialogue. In addition to helping the Center, members enjoy discussing the multicultural issues that have emerged in their professional activities. They appreciate the opportunity to talk with others working in the area of multicultural education and intergroup relations.

Between meetings, the Center's staff has informal contact with Advisory Council members. Anthony Jackson, for example, is helping to develop the Center's web site. Pat Woodlin, curator of the Luckman Fine Arts Center, helps the staff keep up to date on museum resources in the Los Angeles area. Sister Imelda D'Agostino, C.S.J., provides contact with the Archdiocesan schools. Most members of the Advisory Council recommend materials for the Center's collection and provide referrals to the Center. These interactions generate ideas and energy for the Center staff and Advisory Council members, connecting new people to the Center and the Center to new resources.

Connections with Local School Districts

The staff of the Center for Cultural Fluency also recognizes the need for close contact with teachers and administrators in neighboring school districts. As supervisors of student teachers, they regularly visit classrooms throughout the Los Angeles area and work with teachers in both public and private schools. Staff members have regular contact with administrators in the Los Angeles County Office of Education (LACOE) and the Los Angles Unified School District (LAUSD). Both LACOE and LAUSD provide resources, including multicultural specialists, for public schools in the greater Los Angeles area. The staff of the Center for Cultural Fluency initiated a series of meetings to allow specialists from all three organizations to coordinate their efforts to better serve teachers and students. One result of this joint planning has been the creation of three multicultural resource databases. Administrators from the Los Angeles County Office of Education are compiling a database of professional development opportunities for teachers – courses, workshops, conferences, and seminars on cultural diversity and multicultural curriculum planning. The LAUSD Office of Intergroup Relations is starting a database of speakers and field trip possibilities for use in the classroom. The Center for Cultural Fluency is contributing its database of multicultural books and instructional materials. Each of these databases will be available in diskette form free of charge to educators in Los Angeles and can also be found on the World Wide Web. Copies are available at the Center for Cultural Fluency.

The Center staff is in close contact with universities in the area which educate substantial numbers of teach-

ers. Among them are California State University, Dominguez Hills, which has collaborated with the Center for Cultural Fluency on curriculum development projects, and California State University Northridge, where a member of the staff serves as a consultant. All these interactions create a synergy that benefits each organization and the entire community.

Community Cultural Centers

The Center has memberships in more than 50 museums and cultural centers in the greater Los Angeles area including the Asia Pacific Museum, the California Afro-American Museum, the Japanese American National Museum, the Korean Cultural Center, the new Latino Museum, the Los Angeles County Museum of Art, the Luckman Museum of California State University, Los Angeles, the Museum of Tolerance, the Southwest Museum, and the UCLA Fowler Museum of Cultural History as well as many small art centers and bookstores. The staff has ties with community organizations like El Rescate, a Salvadoran community social service agency, the Gay and Lesbian Service Center, the First African Methodist Episcopal Church, and the Pilipino American Reading Room and Library. Close contact with these museums and community organizations enables the Center to alert teachers to activities available to them and their students. On a recent weekend the Center publicized "Sundays in the City Multicultural Festival," showcasing song, dance, food, and crafts from Latino cultures; "Ethnic Visions," an exhibit and sale of antique and contemporary art from Asia, Africa, the Middle East, and North and South America; and "Swedish Folk Art" about tradition and change in Swedish culture.

Corporations and Foundations

Corporations and foundations are important partners in the work of educating a multicultural population because they share a belief in the importance of an educated citizenry to a thriving and productive democracy. Businesses in areas of the United States characterized by diversity and those with international markets especially value cultural fluency in their employees and support programs which develop it. Some corporations also offer support for partnerships between higher education and K-12 programs, partnerships benefitting young people across a spectrum of age groups. The Center for Cultural Fluency owes its existence to the support of such businesses and foundations.

One example of an outstanding partner has been Philip Morris Companies, Inc. Through two generous grants, Philip Morris Companies, Inc, has provided the much-needed support for Center staffing, acquisition of teacher materials, and funding for K-12 teacher forums and spring conferences. In additon, Philip Morris Companies, Inc., pledged to support the expansion of the Center's activities for teachers across the country. Future plans include Internet expansion, cultural fluency curriculum development, and a summer institute for teachers nationwide.

The Prudential Insurance Company funded Making Diversity Work Forums which provided resources and activities for dialogue among teachers about issues of cultural diversity. In addition to these forums, Prudential also funded spring conferences where teachers shared with colleagues oral presentations and lesson plans that demonstrated uses of diversity concepts presented at the forums. Delta Air Lines supported a Pacific Rim curriculum development project for high school faculty and a conference for secondary teachers. Mount St. Mary's College has received additional support from Delta to fund a School to Center project which will enable a team of five high school teachers for work together on designing curricula that incorporate multicultural perspectives at various grade levels.

In addition, grants from the AT&T Western Region office, supported the remodeling of the Center's facilities and the initial purchasing and cataloging of resource materials as well as the first Making Diversity Work Forum. A second AT&T grant is funding the conversion of the materials database into a user-friendly format on a diskette and the construction of a home page on the World Wide Web.

An Annenberg Foundation grant funded the purchase and installation of hardware and an Internet connection for the computer laboratory associated with the Center, and supported technology in-service training for faculty. This grant also funded the purchase of software for the Center's collection including laser disks, CD-ROMs, and software programs dealing with issues of diversity. A second Annenberg grant covered acquisition and cataloging of materials, advertising, and publicity for the Center and conference attendance.

Mount St. Mary's College has been successful in

approaching foundations and corporations because of its approach to the Center's needs. Starting with an overview of the Center's total mission, administrators have been able to identify individual aspects of its work that match the objectives of specific corporations and foundations. Consequently, the Center has not been dependent on a very large grant from one source, but functions effectively with a number of smaller awards. The work of the Center would be impossible without the support of these corporations and foundations. Their belief in the Center's mission and commitment to its work has been vital to its success.

Publicizing the Center for Cultural Fluency

The Center for Cultural Fluency exists for the community and through the resources of the community. When the Center opened, brochures were sent to all local schools. Subsequently, 2,000 brochures were distributed and fliers were mailed promoting the Making Diversity Work Forums and conferences.

Members of the staff are effective in introducing the Center and its resources through speeches and personal appearances. Throughout the academic year, Center staff gives introductory presentations at local schools. In addition, they have made presentations to the Los Angeles Unified School District Institutes of Higher Education Consortium; education classes at the California State University branches at Northridge and Dominguez Hills; the Los Angeles County Intercultural Leadership Committee; and a national audience at the American Council on Education conference "Educating One-Third of a Nation V." The Center and its activities are publicized in the College's student, faculty, and alumnae publications, and the public relations department places articles in the local media. The Mount St. Mary's College fund-raising staff tells the Center's story to corporations and foundations interested in education and diversity issues. Perhaps the best publicity comes through word of mouth as one teacher tells another about the Center's services.

Section V: *The Resource Collection*

Instructional Materials

The collection is the heart of the Center for Cultural Fluency and its primary reason for existence. Currently, there are more than 3,000 items in the Center's collection of multicultural classroom resources for K-12 teachers. The predominant ethnic and cultural groups in Los Angeles – African-American, Asian, Jewish, Latino, and Native American – are emphasized in the collection. Recent additions have focused on Armenian and Middle Eastern cultures. The resources include:

- Books: fiction, non-fiction, biographies, cookbooks, art books, picture books, big books
- Visual aids: maps, posters, prints, photographs, artifacts
- Videos: documentaries, folk tales, issues of diversity
- Audio tapes: music, books on tape, oral history, storytelling
- Software: diskettes, CD-ROMs, laser disks
- Magazines
- Clipping file: magazine and newspaper articles
- Directory of culturally diverse community resources
- Teacher reference materials: curriculum units and customized bibliographies

Collection Criteria

When the College decided to start a Center for Cultural Fluency, the staff began with an empty room and a set of goals: to establish a collection of multicultural resource materials in a variety of media that accurately represented the five groups mentioned. The Center looks for resources meeting these criteria:

1. The materials have multicultural content focusing on the non-Anglo cultures of Los Angeles. Materials on Anglo culture were excluded because Anglo experience and history are well represented in texts and supplementary materials easily available to teachers. In selecting resources, staff looks for authentic voices, materials produced by people knowledgeable about and credible in the culture represented.

2. The materials are currently available. This stipulation makes it easy for teachers and school libraries to order materials found in the Center.

3. The materials represent a variety of media. Music, art, videos, and games encourage interactive, multifaceted instructional experiences for students.

4. The materials deal with the American experience of various ethnic groups. Information on ancestor cultures is available at the Center, but its focus is on ethnic groups within the United States. The Center is not a world history resource.

5. The materials are bilingual when possible. Bilingual materials that deal with a third culture are especially sought after and are very rare. For example, a book on Vietnamese culture written in Spanish and English is a real treasure. Often teachers in bilingual classrooms must use picture books or translate from books available only in English to prepare a lesson on diverse cultures.

Collection Methods

While the collection began with materials appropriate for K-8, it is expanding to include resources for grades 9-12 as well. Sources for materials are varied. Bibliographies and reviews from established publications such as the periodicals *Multicultural Review* and *Teaching Tolerance* are helpful. The staff also consults bibiographies from graduate textbooks on multicultural education and catalogs from major and minor book publishers. To simplify the ordering process, a major distributor is sometimes used as a broker for obtaining materials both from its list and from other publishing houses. In addition to huge lists of books for review, distributors provide catalog cards customized to the Center's specifications. Some books, mainly from small companies and presses, fall outside the usual distribution network. The staff discovers these through advertisements in magazines, book reviews, and trips to bookstores. Check the Center for Cultural Fluency's web site at www.culturalfluency.org for a list of small, multicultural publishers.

The Los Angeles area is rich in ethnic bookstores which are an invaluable resource. Staff members browse in them whenever they have a chance, buy interesting and rare books, and maintain relationships with owners who continue to watch for and recommend promising texts. To find materials in other media, staff members sometimes use brokers representing large numbers of music and video publishers. After purchasing a number of calendars with bright, engaging multicultural illustrations, one staff member wrote to the publisher, Pomegranate Press, beginning a relationship that has brought much culturally diverse artwork to the collection. Advisory board members recommend sources to the Center as do individual teachers.

Some materials are difficult to find, for example, videos and pictures on Latino culture. Although there are a large number of videos on the Aztecs and Mayans, contemporary Latino culture is underrepresented. Other than the works of Diego Rivera and Freida Kahlo, it is difficult to find Mexican or Central American art work in a form convenient for classroom use. Staff members continue to comb through art catalogs for other artists and search for books on Latino folk art that are accessible to children. In general, informational videotapes for elementary grades without stereotypes are not easy to find. Teachers frequently use portions of tapes intended for older audiences.

Cataloging Materials

When materials arrive at the Center, they are given a brief review. While the Center eliminates any material with obvious bias, the staff does not guarantee that every resource will be totally free of all stereotypes. A folk tale, for example, may give an accurate depiction of a culture while showing characters following gender stereotypes. The Center can provide teachers with guidelines for identifying bias-free resources.

The staff enters new acquisitions into the Center's database. Under the present system, each entry includes ethnicity, genre, medium, grade level, primary subject headings, and a brief annotation, in addition to the standard bibliographic information. While the Library of Congress classification system is used, the database goes beyond it to add specific information useful to teachers. Where the usual catalog subject heading may read "Chinese – Social Life and Customs" the Center staff, on examination, may further classify the book "Chinese – Social Life and Customs – Marriage." Frequently, fiction and folk tales must be categorized under special subject headings helpful to teachers. Using only the Library of Congress headings, a teacher looking for multicultural legends on drought or on the cycle of the seasons would be unable to locate Tomie De Paolo's book *Legend of the Bluebonnet*. This story is identified by the Library of Congress heading "Comanche Indians–Legends"; by the Center database it is also listed under the headings "drought," "seasons," and "flowers." (See Appendix B for a database sample.) The computerized database is most useful for teachers because it allows the retrieval of a customized bibliography of materials on a specific topic for a designated grade level.

Cataloging materials other than books, such as cassettes, posters, and videos has been a challenge. The staff decided on a system of classification by media, culture, and a three character alpha-numeric designation unique to each item. A poster of a print by the African-American artist Romare Bearden, for example, is assigned the catalog designation POS AFR RB6.

Clipping Files

Every day the local papers are filled with interesting articles about the various cultural communities in Los Angeles and the issues that, on one hand, separate them, and on the other hand, unite them. These articles can provide teachers with valuable background information on various groups in the community and on current issues. Middle school and secondary teachers find them useful as student resources and for discussion topics. The Center staff clips these articles each week and files them by topic. Teachers are welcome to make a copy of any article they might find useful. The filing system is organized in two sections: one by culture and the other by general subject headings that may apply to any culture. For example, in the Asian Cultures section, teachers can find files on topics from the Lunar New Year to Korean economics. Among items under the general subject heading, they can find files on multicultural issues, interracial families, and cultural clashes.

While local papers are the source for most of the clippings, articles from popular magazines such as the *New Yorker*, *Newsweek*, and *Time* are included. Professional journals and informational brochures also yield important and

timely information on multicultural education. For example, the files contain copies of the brochure "Ten Quick Ways to Analyze Children's Books for Racism and Sexism" published by the Council on Interracial Books for Children.

Links to the Community

The Center recognizes the valuable role it can play in connecting teachers to information about communities, events, and neighborhoods. While the Center maintains ties to local museums, staff members recognize that many teachers find the museum experience somewhat distant from the lives of their students. In order to assist teachers, the Center has prepared community notebooks for each of the primary cultures emphasized in the collection. These notebooks contain suggestions for exploring cultures on several different levels. In addition to information about leading cultural centers such as museums and libraries, the notebooks also contain information about book and music stores, groceries, restaurants, and churches, as well as specific neighborhoods and malls that make enjoyable excursions. Suggestions on how to combine a trip to the Korean American Museum with a meal in a Korean restaurant make learning about others a social adventure. Information from cultural immersion projects, in which education department students study a particular culture and share their experiences, is periodically added to the notebooks, including recommendations of current books, movies, videos, and Internet addresses related to specific cultures.

In addition to providing information about community resources for individual exploration, the Center also organizes group excursions to events of special interest. When the traveling anniversary exhibit *America's Smithsonian* came to Los Angeles, a group was gathered to evaluate the voices and choices made for inclusion in the show. Another group came together to see the play about World War II internment camps entitled the *Jivebomber's Christmas* at the Japanese American National Museum, with dinner and discussion afterward in Little Tokyo. These Center-sponsored events provide opportunities for new experiences, dialogue, and exchange to groups of teachers, themselves culturally and ethnically diverse.

Center Constituents

To date, more than 700 teachers have used Center resources, the majority more than once. While most come from schools within the immediate vicinity, teachers from several adjacent school districts also use the Center. In addition to individuals, groups of teachers schedule time in the Center to work on multicultural curriculum projects. Teachers typically spend their first visit browsing through the collection with the help of a staff member. Some come with specific ideas for a project, like a unit on folk tales for a fifth grade class. The Mount St. Mary's College faculty member may help the teacher focus on a particular kind of folk tale, for example, quest stories, thus narrowing the search for usable materials among the collection's 350 books on folk tales.

The Center also has received visitors from outside California, including teachers from other states and countries such as Great Britain, Ireland, Mexico, Nigeria, Spain, and Sweden. Colleagues from educational institutions interested in developing a multicultural resources center are encouraged to visit. Make arrangements by calling (213) 477-2533.

Teachers from any public or private school in Los Angeles County and students and faculty of Mount St. Mary's College may check out materials. Each teacher fills out a borrower's card and submits a $50 check, which is cashed if materials are not returned. Each borrower may check out five items, including one videotape, for one month. Phone renewals are available for an additional month.

While the Center is primarily used by teachers developing multicultural curricula, the resources are also used for school-wide projects and events, such as a recent Lunar New Year celebration at a magnet school with a large Korean-American population. Parents organizing this event relied heavily on the Center's resources, using the community notebooks to identify helpful community resources. Books and other media from the Center formed the basis for classroom units coordinated with the event. Parent volunteers from another school came to the Center looking for enrichment materials on the Mexican-American culture. They were delighted to find music and games which they remembered from childhood to share with students.

On an even larger scale, the Center is being used as a resource for the annual Pico-Union Harvest Festival.

To promote community spirit in central Los Angeles, this festival is organized by the schools, businesses, and community organizations such as the Los Angeles Cultural Affairs Department and the Salvadoran agency El Rescate. The Center for Cultural Fluency provided 12 local schools with resource materials on harvest traditions around the world and sponsored a story corner at the festival staffed by Mount St. Mary's College students. Together with background information, the harvest resource collection includes stories, songs, and craft activities related to a number of harvest celebrations: those of the indigenous peoples of the Americas, the Asian moon festival, the African-American harvest festival known as Kwanzaa, and Sukkot, the Jewish harvest celebration. Also included is an annotated bibliography of children's books about each of these harvest celebrations.

Section VI: *A Forum for Teachers*

Why a Forum for Teachers?

The classroom is often the crucible in which different groups come together in an ethnically and culturally diverse society. For the most part, teachers have not been adequately prepared for that reality in spite of the recent incorporation of cross-cultural requirements in California credential programs. The Making Diversity Work Forum helps teachers develop the knowledge and skills to be more effective in multicultural classrooms. It provides a safe environment for teachers to develop their cultural fluency and to discuss difficult issues such as stereotyping, bias, and racism. Together with their peers, teachers explore cultures, confront bias – society's and their own – and learn to use multicultural materials effectively in the classroom.

The Forums provide teachers with an opportunity to explore instructional materials about diverse cultures and develop multicultural projects for their classrooms. They use the Center resources to identify appropriate materials for their lesson plans and then borrow them for use in their classroom or purchase them from convenient vendors.

Staff of the Center for Cultural Fluency also designed the Forum to fulfill a need for high quality continuing education for teachers. Single session workshops may introduce stimulating content, but do not provide opportunity for integrating ideas into practice. The five-session Forum gives teachers time for learning, reflection, and curriculum revision. Over the course of the five sessions, an atmosphere of trust and safety evolves, allowing participants to talk openly about the sensitive issues of race and culture. Two additional teacher needs were considered when planning the Forum. Because the Forum carries two continuing education units of credit, teachers may use their attendance for salary and professional growth credit. To acknowledge the typical out-of-pocket expenses teachers incur (estimated to average about $400 per teacher annually) the Center gives $100 stipends to each participant for purchase of multicultural materials.

Who Participates?

Teacher participants come from public and private schools throughout the greater Los Angeles area. They are recruited by word of mouth and through a brochure with a return postcard sent to teachers and schools on the Center mailing list. The requirements of the programs are few: an interest in diversity issues, a commitment to participate actively in the seminars, and an agreement to develop a classroom project for presentation at a spring conference. The most important stipulation is that teachers must come in teams of two from the same school. This "buddy" approach is crucial for a number of reasons. The pair provide support for each other in meeting new people and discussing difficult issues. They can evaluate and apply new ideas to their school environment as various topics are explored in the Forum. Teachers from the same school can also give each other practical help and moral support for making changes in their classrooms. Together they provide a greater force for change at their schools both formally through faculty meetings and in-service training and informally through discussion with other teachers. As these teachers share their experiences with others in their schools, the pool of those committed to cultural fluency grows.

With 22 participants, each Making Diversity Work Forum is designed to allow for maximum discussion and interaction. In the past, more than 100 people have applied. Approximately three-quarters of the participants have been from public schools.

The Center for Cultural Fluency staff members are the primary instructors for the course. Their presentations are supplemented by other educators and members of the community, who share their expertise and experiences. For example, the pastor of a local church in South Central Los Angeles discussed ways participants can better understand the communities where they teach. A professor of education from California State University, Long Beach, shared his insights into the way culture impacts verbal and nonverbal communication styles. A docent from the Southwest Museum demonstrated how artifacts can be used in the classroom to explore culture. Bringing in experts from the community is an integral part of the Forum, which aims to connect teachers with important multicultural resources in their neighborhood and city.

How is the Forum Structured?

The Making Diversity Work Forum is based on a conviction that everyone present is on a journey toward greater cultural fluency. The teacher-participants, the staff, the guest speakers are all engaged in the process of learning

more about diversity, and all have much to teach based on their experiences and observations. Consequently, collaborative conversation, not lecture, is the primary mode of learning.

Forums are scheduled from 9:00 a.m. to noon on five alternating Saturday mornings. The week off allows participants time to reflect on the previous session, do the assigned homework, make observations, and try out some of the new ideas they have discussed. The environment of the Forum is designed to be as relaxed and comfortable as possible. Participants are encouraged to wear casual clothes as do staff members in order to reduce barriers to participation as much as possible.

The morning starts with juice, coffee, and a treat featuring the cuisines of different cultures. This time allows the participants to browse in the Center, talk informally with one another, and prepare for the morning activities. Every workshop except the first opens with a half-hour small group discussion, allowing participants to talk about their homework activity. Discussions are lively and reveal the complex interactions of a diverse community.

During the next hour the primary topic of the day is introduced. Activities provide opportunities to explore topics in greater depth and stimulate discussion. After a break, guest speakers or audio visual materials are used with opportunities for question and discussion. Homework is assigned to help participants apply the concepts discussed. Each session ends with an opportunity to evaluate the day's program.

Optional afternoon "field trips" are planned to various communities in the Los Angeles area, in some cases by the participants. One participant took her fellow teachers to her grandmother's herb store in Little Tokyo and then to a Mexican bakery and restaurant in Latino Boyle Heights.

What is the Content of the Forum?

The content of the Saturday morning Forum sessions is designed to promote dialogue among teachers about issues of diversity and the implementation of multicultural curricula in classrooms. The Forum begins with activities defining culture and encouraging participants to describe their own family and work cultures and their cultural values. In subsequent weeks, topics have included defining cultural fluency, expanding one's circle of comfort, recognizing stereotypes, exploring one's own biases, using materials from diverse cultures effectively in the classroom, and conflict resolution. Over time the topics move from less to more sensitive issues as members become more comfortable with each other. Each year the program changes with the changing needs of participants, the availability of new speakers, and the continued growth of the staff. New resources are discovered, new perspectives come to mind. Appendix C contains a sample program, offering suggestions for goals, content, and activities. These five outlines are not so much lesson plans as starting points, designed to stimulate thought, discussion and planning. Educators should feel free to supplement and change them in response to the needs of their institutions and local teachers.

How are the Forums Evaluated?

Evaluation activities occur throughout the Forum, including the "plus and minus" activity at the end of each session. (See Appendix C: Notes for the Leader on Session 1.) To measure overall growth and change, each participant also fills out a personal cultural fluency assessment at the beginning and end of the Forum and completes a final Forum evaluation (see Appendix D). Weekly activities and small group discussions generally indicate that participants begin applying the knowledge, insights, and skills developed in Forum sessions almost immediately. One Latina teacher, for example, reported that many Pilipino students in her classroom rarely participated in discussion. After hearing a presentation on verbal and non-verbal communication styles, she realized that their reticence was culturally conditioned. During an animated discussion of television news programs, she demonstrated how different styles of speaking are appropriate in different situations, teaching the children the concept of a "public voice." She reminds children at the beginning of discussion sessions to use their "public voices" and has much broader participation. Such small changes multiplied by the 22 teachers in the Forum make important positive differences in the lives of children.

At the conclusion of the Forum, participants assess the workshops and their own personal growth. Evaluations of the Forum have been overwhelmingly positive. One participant emphasized the value of interaction with other teachers: "I've found this Forum to be extremely valuable and interesting, not only the 'formal' presentations and ac-

tivities, but also the interaction with attendees. It is really eye opening to see how *others* see the same events from their particular perspective." Another praised the information on multicultural education: "I like these [multicultural] themes because they help me teach my students about themselves and others. They help me help my students relate to one another." Another commented on her increased familiarity with the community: "I am more aware of Hispanic/Mexican/South and Central American cultural resources as a result of this Forum."

At the beginning and end of the Forum, participants use a five-point scale to rate their attitudes, behavior, and learning. Four-fifths of the participants described themselves as extremely committed to their journey toward cultural fluency and two-thirds as extremely open to introducing multicultural themes to their classrooms. One participant commented: "Taking this class helped me to realize that I need to be much more aware of my biases and much less quick to form opinions and comments on other ethnic groups." All participants reported changes in their own behavior: "I now read the newspaper more carefully for exhibits, demonstrations, and presentations occurring in my city to gain knowledge and education about multicultural themes," said one. "Some of the tools I learned here are very helpful in dealing with daily incidents that arise at school," commented another.

Teacher-participants rated themselves at the same or lower levels on some capacities after the Forum. They were, for example, less comfortable "addressing issues of prejudice, intolerance, and conflict that arise in daily life" and less comfortable "asking others about their cultures." While this may appear disappointing, such responses show participants grappling with important problems they may have avoided previously. Complex and difficult issues arise when people of different ethnicities have cultural conversations, but such conversations are all-important to society. Significantly, none of the participants want to stop exploring cultural diversity, even if they feel uncomfortable in the process. Instead, they were eager to attend other workshops at the Center for Cultural Fluency, showing preference for teacher discussion groups and one-day workshops on specific topics such as immigration and issues of language. As one said, "Having the Center for Cultural Fluency is a great resource, but we need a Part II and a continuing support group. We have begun something we need to continue." A most gratifying outcome of the Forum is that every participant would recommend it to other teachers.

Section VII: *Spring Conference*

In the spring semester following the Making Diversity Work Forum, the Center for Cultural Fluency hosts a conference for teachers at which the fall Forum participants present the diversity lesson plans and activities they have created. Classroom teachers have few opportunities to present their work in a professional setting, and the conference provides participants with a well-deserved showcase.

The visiting teachers who make up the audience get ideas, advice, and information on successful multicultural education projects from classroom teachers like themselves. Education majors from Mount St. Mary's College display their cultural immersion projects at the conference and benefit from exchanging information with Forum participants. The conference also publicizes the services of the Center for Cultural Fluency to new constituents.

Attendees at the conference include Los Angeles area teachers, Mount St. Mary's education students, alumnae, and interested community members. Fliers are sent to more than 200 schools in the greater Los Angeles area and to individuals on the Center's mailing list. Attendance has increased yearly, boosted by repeat attendees bringing friends.

The Conference begins with registration, breakfast, and a book fair featuring multicultural K-12 resources. After a welcome by the Center staff, a Forum participant describes an experience of cultural fluency. Then the first of two hour-long poster sessions begins and attendees are free to walk around, observe displays, and talk to presenters about their work. At the end of the second poster session, participants are invited to lunch, entertainment, and a tour of the Center for Cultural Fluency.

To give visibility to important community resources, the Center has established a Cultural Fluency Award which is presented at the spring conference. The first recipient exemplifies the kind of people and institutions meriting wider community attention. She is Helen Brown, director and founder of the Pilipino American Reading Room and Library. Brown, who immigrated to Los Angeles from Manila as a teenager, has spent the last 30 years gathering resources about Pilipino culture and history, which she has used to inform others. Today, her 5,000-item collection is a significant resource.

Classroom Projects

At the heart of the spring conference are the projects presented by teachers who participated in that year's Forum. A good example is the project "Homes Around the World" designed by Maria Machuca, who teaches a bilingual K/1 class. The objective of the project is to help students understand cultural differences using a concrete, daily reality in children's lives – houses. She begins this unit by reading to the class in Spanish the story of the three little pigs, which introduces the theme of houses. Another picture book depicts various kinds of houses around the world – wood houses, igloos, structures of leaves and grass, tents – with the words "this is my house" in different languages from Swahili to Japanese. She and the children discuss why people make and live in so many different kinds of structures and write about the kinds of houses they live in. Her students then make various kinds of houses out of construction paper and place them on a large world map in the geographical areas where such houses can be found. In this one activity, the teacher is able to incorporate language skills, social studies, and geography using a multicultural theme.

Creativity of this sort goes on at every grade level. Beth Kramer, who teaches a 3/4 grade class designed a language unit on Cinderella stories from around the world. Children read many Cinderella-like fairy tales, including one from Egypt, one from China, and even one about a man. They analyze the elements common to all the stories and make a chart comparing them, finding interesting differences. In many stories, for example, the fairy godmother is an animal. Finally, they write their own story. One class located the tale in Las Vegas, where the magic element was not a wand, but a video camera. Kramer reports that during free reading time, Cinderella stories often become the favorites.

Children with special needs also benefit from a multicultural approach. Sara Van Leuven (special education K-3) became acutely aware of the need to include diverse perspectives in her class when she asked her students to trace their hands and number the fingers as a part of a counting activity. One student also chose to color his hands, one brown and the other white. When Van Leuven asked him why the hands were different col-

ors, he replied, "This one [brown] is how I am now. This [white] is how I will be when I become an American." Van Leuven recognized that she and her students needed to find out just who is an American, where their fellow Americans come from, and how and why they come. The incident launched an exploration of the diverse cultures of Americans. Van Leuven begins these cultural explorations with the City of Los Angeles, using maps to teach students about the various areas of the city and the cultural groups associated with them. That leads to maps of California, the United States, and the world. As the class begins to explore cultures, Van Leuven uses hands-on methods to engage her learning handicapped students. To study Mexican culture, they make masks, learn to weave, listen to stories about Mexican civilization and history, and learn songs and games. To study Native Americans, they learn about the foods Native Americans introduced into our diets – corn, squash, tomatoes. They cook fry bread and use picture writing to explore different kinds of written languages. Other projects include Asian cultures and African-American culture. "Through our activities and explorations, I feel that we have opened a fascinating field and helped make the children more aware of people from backgrounds other than their own, especially those of people with whom they live and interact. We have worked to show similarities and point out qualities which all cultures share."

Teachers report children are more accepting of each other....

Sometimes very simple projects can have dramatic and important results. A pair of teachers from a Archdiocesan Catholic school uneasily divided between Latinos and Pilipinos used their project to bridge the gap that existed from the youngest children through the faculty. They planned and executed a joint Christmas celebration highlighting the Mexican traditions of Los Posadas and the Pilipino traditions of Simbang Gabi. The entire school was involved in the experience, some taking part in the nativity play, others making decorations, all learning songs from both traditions. In every activity children from both ethnic groups worked together. The teachers confronted many obstacles, from prejudice on the part of other teachers, to refusal by Latino students to learn a Christmas song from the Philippines. Undaunted, the teachers persisted, inviting a Pilipino parent to make sure everyone pronounced the words correctly. As they went through the words carefully, some Latino children noticed Spanish words in the song. This led to a discussion of Spain's historical involvement with the Philippines. Interest sparked, the children learned the song and a Mexican Christmas song as well. With help from parents, the week of celebration was a great success. Writing to the organizing teachers, an eighth grade student said it was the best thing that had happened at the school during his time there. Teachers report children are more accepting of each other, and much less likely to tolerate racial stereotyping by anyone in the class.

Teachers report all sorts of behavioral and attitudinal changes in class after these projects. One teacher in a multi-age primary classroom reported that a shy Japanese-American student blossomed when the class began to study Asia: "We were discussing Japan and earthquakes, and before I knew it, she had taken over the discussion and was answering questions. Then, she volunteered to be the Ambassador and taught us the correct pronunciation to a Japanese song we were trying to sing. She also wrote the song in Japanese so we could all see Japanese writing. That's the sort of participation and pride I want to see in my students!" Another primary school teacher reported that after reading books about people of various ethnicities and cultures, students were much more comfortable discussing differences. They also related better to a student disabled with cerebral palsy. "They were more comfortable letting her do things at her own pace. They respected her independence and didn't help her do things she could accomplish by herself." Another primary school teacher of a bilingual class received high praise from parents when she asked the children to create books about their families. A parent came in for a conference and said, "I am Mr. Sanchez of the Sanchez Family Book."

Educators attending the spring conference hear inspiring stories like these, collect classroom-tested ideas, and share their own experiences. They are encouraged to begin or continue the journey toward cultural fluency in the company of the children they teach.

Cultural Immersion Projects

In the class called Educational Programming with a Cross-cultural Emphasis, Mount St. Mary's College students are required to research a culture. The goal is to give students practice in expanding their cultural fluency by doing a series of immersion activities focused on a specific culture. Some students choose a culture very different from the one they grew up in; others study their own culture in depth. This assignment introduces students to the process of learning about cultures in a serious way. They are encouraged to visit cultural centers, museums, bookstores, restaurants, and other community sites; they are also asked to read books, watch films, listen to music, search the Internet, and interview people from the chosen culture. Such activities do not, of course, insure that students are culturally fluent; they are merely the first steps on the journey.

As the culmination of the project, these future teachers present their cultural immersion experiences at the spring conference. Because students select their own projects, not all ethnic groups are represented every year. In recent years projects have included Guatemalan, Salvadoran immigrant, Chinese, Armenian, Jewish, Native American, Mexican-American, and gay and lesbian cultures. Some projects concentrated on the ancestor culture, such as traditional Chinese culture. Others focused on the culture of ethnic groups in the United States, such as Salvadoran immigrants.

Rose Mejia, who researched Armenian culture, explored the City of Glendale, home to a large Armenian community. She went to an Armenian church, talked with the priest, and ate in an Armenian restaurant. She also visited an Armenian bookstore, where she purchased books on Armenian culture both in Armenian and English. In the course of her reading and conversations, she learned about the genocide of Armenians during the war with the Turks. At the time of the spring conference, she felt that her cultural immersion was a work in progress, well begun, but with much more exploration ahead.

Helen E. Villarreal has taught in St. Thomas the Apostle school near Downtown Los Angeles for six years. She decided to choose the Guatemalan people for her cultural immersion project because most of her students come from Central America. Although she had been afraid to walk in the neighborhood before, and was once accosted by a drug dealer, she began by interviewing parents and then ventured out for an excursion. She wound up in a local store with clothing, art, religious artifacts, herbs, medicines, souvenirs, books and jewelry from Guatemala. After asking a few questions, she was soon engaged in a long discussion with the proprietors, Mario and Rosita Diaz, about Guatemala and their immigrant experience. From this base she began to explore other businesses, meet other people, and see the neighborhood as a welcoming place rather than a place to be feared. Summing up what the cultural immersion experience did for her, she said: "When you give people a chance to be who they are, you may often be surprised at who you meet – and you just might meet people that affect your life in a truly unexpected and positive way. That's what Mario and Rosita Diaz did for me."

Conference attendees visiting these poster presentations hear inspiring stories about students' efforts to become more culturally fluent and about the obstacles, internal and external, with which they struggle. On a practical level, they receive information about various cultures and tips about where to go in the Los Angeles area to explore these cultural communities for themselves.

Evaluations

As is done in the Forum, an evaluation is distributed to all attendees of the spring conference. The response has been overwhelmingly positive, with special praise for the opportunity to have in-depth conversations with the teacher-presenters and with each other about multicultural curriculum and cultural issues. Attendees also appreciate the opportunity to buy books at the book fair and to visit the Center for Cultural Fluency.

Data from the evaluations also show that the conference is highly successful at providing professional growth. The shared projects generate new ideas and spark confidence for infusing multicultural curriculum into the attendees' classrooms. The conference serves as a reunion for the Forum participants, giving them a sense of closure for their year-long activities.

Section VIII: *Curriculum Development and Outreach Projects*

The Center's Impact

Classroom teachers are expected to teach more material than ever before – basic reading, writing, and math skills; subject content; adaptive social behavior; and English as a second language. Adding cultural fluency to the list can be overwhelming. Following the Mount St. Mary's College undergraduate curriculum model of infusing multicultural content across the curriculum, the Center advocates integrating information about diverse cultures rather than adding on additional lessons for the development of cultural fluency. (For more on this topic, see Section IX for information on the **Prism**Publishing monograph "Infusing Multicultural Perspectives Across the Curriculum.") Teachers are encouraged to deepen the existing curriculum with new images, alternative perspectives, and activities that stimulate a wide range of learning styles. The Center for Cultural Fluency provides such curriculum development assistance in a number of ways.

First, the Center is a place for dialogue among teachers. Lesson plans and bibliographies developed by Forum participants are available to teachers looking for ideas. These teachers also provide feedback, helping to refine units. Teachers visiting the Center frequently exchange ideas. On one occasion, a third grade teacher was looking for a multicultural play based on a folk tale. Finding only a storybook, she was on the verge of giving up, when another teacher suggested she read the story to the class and have the children write the script, adding another dimension of learning to the activity.

The staff members also serve as facilitators for groups of teachers working on curriculum projects. One example of this function was a partnership among the Center for Cultural Fluency; California State University, Dominguez Hills; and a group of teachers from several Los Angeles high schools to design a curriculum on Pacific Rim cultures. The goals of the project were to encourage greater knowledge and understanding about these cultures in the higher education faculty, the teachers in the project, and their students, and finally, to share the process and product with other teachers at a conference. Activities were divided into three periods. In the fall, participating teachers and faculty expanded their own knowledge of Pacific Rim cultures and planned curriculum units for their students. Together, they decided to focus on the country of Japan and to use Michael Crichton's best selling novel *Rising Sun* as a starting point for identifying cultural assumptions and cultural myths. In the winter, they implemented the curriculum units in their classrooms. In the spring, they planned and put on a conference for middle and high school teachers demonstrating the techniques they used in this project.

Each teacher used his or her own personal interests and expertise. One focused on the Japanese economy, using the Internet as a library and database. Another investigated Japanese literature and art. A third, who had extensive prior knowledge of the Japanese language, literature, and martial arts, continued his work in the area of Japanese ink painting. A history teacher used the Internet to access original Japanese documents such as the Meiji Constitution, the Constitution of 1947, and recent Japanese Supreme Court cases.

Dr. Lois Feuer, of California State University, Dominguez Hills, put the teachers in touch with faculty and resources at that university. She also organized a presentation of *The Wash*, a play by Japanese American author Philip Kan Gotanda, staged by the student troupe Teatro Dominguez, which subsequently performed at the conference. The Center for Cultural Fluency provided materials for teachers and students including literature and information on museum exhibits, performances, and plays. The Center also provided the support structure for the project – a meeting place, timelines for project deadlines, budget coordination, advertising, and conference facilities.

The Pacific Rim Conference titled "Whose Rising Sun?" was held the following spring. The conference featured a general introductory session after which participants presented their classroom projects to small groups in individual "breakout" sessions. The conference ended with readings from *The Wash* followed by discussion. The Pacific Rim Project, as it has come to be called, models one way in which the Center for Cultural Fluency fosters curriculum development.

Outreach Activities

As interest in the Center for Cultural Fluency has grown, the staff has found a number of ways to provide services to teachers outside the immediate geographical area. The publication of this monograph is one way of reaching out to educators across the nation with a common interest

in multicultural education. An Internet web site at www.culturalfluency.org includes a database of materials that provides teachers with an annotated list of materials for a specific grade level and topic of interest. Teachers will be able to click on "L.A. Connections" and receive a list of recommended readings, videos, museums and cultural centers in Los Angeles as well as a half-day exploration guide for a particular cultural community. Under "Favorite Vendors" teachers will find the names and addresses of distributors and publishers with specialized resources for multicultural education. Teachers can also access reviews of new materials, a calendar of upcoming multicultural events in Los Angeles, a "hot list" of related web sites, and other features of interest.

Future Projects: School-Based Partnerships

Building on the Pacific Rim Project, the Center staff is planning collaborative curriculum development projects that will establish year-long partnerships among Center staff and small groups of teachers from participating schools. Research has shown that a school-wide project leads to more consistent and long-term systemic change than do isolated continuing education workshops for teachers. The individual teacher needs the opportunity to work collaboratively, to feel the support of the administration and other teachers, and to know that he or she is not alone in working to meet the needs of an increasingly diverse student population. Unfortunately, school budgets do not adequately support release time for collaborative projects or the acquisition of necessary resource materials.

Mount St. Mary's College's Center for Cultural Fluency is preparing, therefore, to form partnerships with individual elementary, middle, and high schools, focusing initially on those in Downtown Los Angeles where the Center is located. The purpose of such partnerships is to facilitate the infusion of multicultural perspectives across the curriculum in the partnership school. The goal is to transform existing curricula through the integration of multicultural content and perspectives – not to create separate, add-on curricula.

Each partner school will identify a team of five interested teachers who will each be given a $1,000 stipend over one year in partial remuneration for weekend and summer work on multicultural curriculum development. The teachers are expected to develop and implement in their classrooms a curriculum project incorporating multicultural content and perspectives. Through the Center, each teacher will also have access to an additional $1,000 materials budget to support the new curriculum, because trying to introduce new content and concepts is difficult without supporting materials.

The Center staff will work with the team of teachers, providing an organizational framework for multicultural curriculum development, assistance in identifying curriculum projects appropriate to particular grade levels, and help in selecting and ordering resource materials to support the new curriculum. They will also guide the teachers in developing procedures to measure their effectiveness in increasing cultural fluency among students. Copies of the curriculum guides resulting from the one-year partnership will become part of the permanent collection at the Center for Cultural Fluency and will be available to other teachers and schools. Resource materials purchased by the five participating teachers will remain in their classrooms or in the partnership school's library.

American Heritage Boxes

The Center staff is also in the process of developing American Heritage Boxes, which will be available for teachers to borrow or purchase. Each box will focus on a particular ethnic group and its experiences in the United States. Frequently, classroom exploration of diversity emphasizes the ancestor culture; for example, the history and culture of the Chinese. An American Heritage Box will emphasize the experiences of Chinese-Americans after immigration to the United States. Items include fiction, biographies, historical documents, videos, music, and art together with a curriculum guide. The plan is to have these complete packages available for teachers to borrow. In an effort to offer these materials to teachers throughout the country, curriculum guides and annotated lists of resources will be available for purchase. Previous Forum participants will be pre-testing all these materials in their classrooms prior to dissemination.

Summer Institute for Teachers

Also in development is a week-long summer institute for K-12 teachers. Derived from the highly successful Forums for Teachers, the summer institute will offer teachers from across the nation the opportunity to experience the diverse cultural communities of Los Angeles as they develop strategies and curricula to infuse multicultural perspectives into their instructional programs. During the institute, teachers will utilize the multicultural resources of the Center, working in small groups of similar grade levels to encourage conversation and collaboration on a national scale. Multicultural curriculum experts will introduce the basic principles guiding the development of curriculum projects. Participants will have opportunities to share their projects with other teachers through publication and conference presentations.

Section IX: *Starting A Center for Cultural Fluency*

The Center for Cultural Fluency is not a franchise. The needs of every community are different. The resources and missions of sponsoring institutions are also different. Institutions beginning a multicultural resource center for elementary and secondary teachers must tailor it to their particular circumstances and location. The paragraphs that follow contain some general suggestions that may help.

Institutional Commitment

The first and most important requirement for starting a facility similar to the Center for Cultural Fluency at Mount St. Mary's College is institutional commitment to the project. To obtain this support it is essential that the goals of the project be compatible with the mission of the institution and that the proposed center support the programs of the institution in a significant way. While grants may sponsor the initial development of the center, institutional commitment will be needed for space and on-going operating expenses. This long term support will be forthcoming only if the institution sees the center as a vital expansion of its mission. Service to the community is an important part of Mount St. Mary's mission and motivates administration support of the Center. In addition, the Center is a resource for pre-service and in-service teacher preparation programs and other departments and programs of the institution.

Staff

Probably the most important element in the success or failure of the multicultural resource center is the staff. The faculty and staff who implement this project must be passionately committed to the values of cultural fluency. Ideally, they will be experienced elementary and/or secondary educators with a background in teacher preparation, lots of experience supervising practice teaching at the elementary and secondary level, and contacts with the educational systems in the area. They should have spent some time familiarizing themselves with cultures other than their own, particularly those present in the local community and have credibility within those communities. Cultural diversity among the staff is a plus. Whatever their cultural background, the staff members need a willingness to continue to learn and an openness to sharing their experiences, both positive and negative, with others. Curriculum development experience is essential as much of the assistance the staff provide to teachers is consultation on the design of curriculum units. A familiarity with library procedures is useful, but outside consultants can help with this aspect of the center's organization. Student workers or interns are essential in the accomplishment of the more routine tasks associated with center operations.

The Collection

At an early stage in the planning of a multicultural resource center, faculty and administration responsible for the project must determine the limits of what they are trying to do. At Mount St. Mary's College, for example, the staff decided to focus initially on five cultures present in large numbers in the Los Angeles population: African-American, Asian, Jewish, Latino, and Native American. This decision was somewhat arbitrary as the city and surrounding area have a multiplicity of ethnic groups including substantial population of Armenians, Iranians, Pacific Islanders, and Russians to name only a few. As resources become available, materials on other cultures are continually being added. Depending on space and financial resources, other centers may focus only on the dominant ethnic groups in their region or on the major ethnic groups in the United States. While it is tempting to limit the collection to regional ethnic groups, it is important, if funds are available, to include materials on groups found in significant numbers in other areas of the country.

The Center staff also made the decision to collect many types of media – books, audio tapes, videotapes, art, maps, games, and the all-important list of community resources. Some resource centers may collect only visual art for use by teachers in classrooms. Others may specialize in music or in books for primary grades only. Any one of these decisions may be valid for a particular institution, given its mission, space, and resources. It is critical that administrators and staff consciously decide the nature of the collection before ordering begins.

Whatever resources an institution decides to collect, we encourage you to look for authentic voices. Textbooks with cultural information written (or rewritten) by the editorial staff of large publishing houses are not as useful to teachers as materials produced by people knowledge-

able about and respected by various ethnic communities. The search to discover these materials may be more difficult, but the quality of the product is well worth the effort.

In gathering information, it is important to be careful of the rights of authors to their intellectual property. The Center for Cultural Fluency staff accepts no copied information without documentation and seeks to find, order from, and credit primary sources at all times.

Facilities

Finding space is a major issue on most campuses. A multicultural resource center need not require a large amount of space. Depending on the scope of the collection and the audience to be served, a section of an existing curriculum lab or library may be adequate. Convenient access for students and teachers who will use the facility is the most important consideration. Mount St. Mary's College has chosen the centrally located downtown campus, where local teachers stop by on their way home after school, and students drop in before their evening classes. The availability of its resources has encouraged widespread use of the materials by the faculty. The Center has also become a gathering place for students and teachers. We recommend giving thought to space combinations that may create such synergy when selecting the location of a center.

Equipment

The goals of the center determine the design of the space and the type of equipment needed to furnish it. A primary goal of Mount St. Mary's College's Center is to encourage the use of a wide variety of media in classroom explorations of culture. This means that more than bookshelves are needed. Among essential items are storage racks for videos and audio tapes, as well as listening and viewing stations. Hanging display racks hold posters and pictures. File cabinets store clipping files and curriculum units. A software station with Internet access allows teachers to preview CD-ROMs, laser discs, and diskette software programs and explore Internet resources for multicultural education. Other important equipment includes a phone/fax machine and a copy machine. To limit costs, the Center staff uses existing equipment whenever possible, purchases items from discount stores, and designs its own equipment when necessary. Old card catalog cases now serve as storage units for the audio tape collection. Laminated posters with grommets for hanging are attached to curtain rods.

Another goal of the Center is to encourage dialogue among teachers. To facilitate discussions, the Center is furnished with work tables and chairs that accommodate groups of three or four teachers. Two large bulletin boards decorate the walls; one displaying notices about current community events and the other demonstrating curriculum projects and ideas for teaching units. A sample first-year budget for equipment and supplies can be found in Appendix E.

Acquisitions and Organization

Once the parameters of your collection have been determined, and you have obtained funds for initial acquisitions, the task of purchasing begins. We strongly recommend using one of the K-12 ordering services.[6] For a small charge, you can order a catalog card kit for each book, including a catalog card set, card pocket with your institution's name, borrower's card, and spine label. Numerous other processing and catalog options are available.

While distributors carry fine multicultural books, many small publishers and distributors have special collections of books that you will want to include among your resources. You may also want to locate vendors for other types of media resources such as videos, software, music, and art prints. An annotated list of these specialty vendors, distributors, and publishers is available on the Center for Cultural Fluency's web site (www.culturalfluency.org). The staff located many of these distributors through purchases from local museums and stores, so we encourage you to start shopping in your area. It is also important to identify and support local bookstores and shops where teachers can purchase materials.

Preparing resources for loan involves several time-consuming tasks, where a student worker has been most helpful. For those without library expertise, here are a few suggestions. Whenever possible, books should be purchased with library bindings, but some exciting materials are available only in paperback. Such books need a protective plastic cover to extend their lives. Spine labels need a plastic cover, and all books need to be stamped with the name, address, and phone number of the institution.[7] Acknowledg-

ing the contributions of the agencies and corporations that support the purchase of materials is important and can be done by a simple bookplate affixed to each resource.

Preparing resources with multiple parts for loan is a special challenge. Clear plastic envelopes are the right size for a video with an accompanying teacher's guide and can be shelved along with other videos. Clear plastic hanging bags in various sizes hold collections of prints or book/cassette combinations. These can hang on tabletop racks. It is important to clearly list the items in a bag on the checkout card to facilitate the return of all parts.

Prints and posters need special preparation to hold up over time in a lending library. Laminating is recommended for all prints and posters, even those with some type of protective covering. Attaching grommets at the top and bottom as a place for hanging posters from a wall or bulletin board will prevent the gradual deterioration of the corners from the use of tacks and tape. Rings can be attached to the grommets for easy hanging from a rod for display.

A shelf number system for the non-book items can be created using any alpha-numeric system that suits your collection. At the Center, the staff have developed a shelf number system for these items that begins with a three letter code indicating the type of media (POS for posters, VHS for videos, etc.) followed by a letter code indicating the culture (AFR for African or African-American, ASI for Asian or Asian-American) and completed with three letters and/or numbers unique to the item. Thus, an audio tape of Native American music is labeled CAS NAT REP1. Resources other than books are stored in sections according to the type of media and a broad cultural category. Most teachers using the Center prefer to have items grouped according to cultures for easy browsing.

Resource Database

Any curriculum resource collection is worthless if teachers cannot find what they need. Cataloging the resource is, therefore, a task of the first importance. If a center is to be attached to an existing library, items will need to be cataloged according to the system used by the parent facility. A library cataloging system, however, may not provide adequate access to the types of materials and subject categories of interest to teachers. How do you catalog and where do you shelve a collection of posters on the art of Mexico? How does a teacher find a collection of folk tales from various cultures on the trickster? Cataloging books by the Library of Congress or Dewey systems provides a shelf number for locating a book, but another cataloging system is needed to accommodate other types of materials and to customize subject headings for convenient teacher use.

One way to create a customized database is to modify the existing library cataloging system to include media other than books and to add additional subject categories. Modifying an entire library system to accommodate the needs of a relatively small collection, however, is usually not feasible. The Center staff decided to develop a supplementary database. After numerous adjustments the staff developed a system that is efficient in retrieving a specific collection of materials for a particular grade level and subject area. The database software program used by the Center is Q&A,[8] but there are several others that would be equally effective. Another option is to use a library cataloging system that can be tailored to suit individual needs. An essential requirement for any system is that it be flexible and that modifications can be easily made after data is entered.

Some institutions may find it helpful to begin with the Center for Cultural Fluency's catalog. If you are interested, the Center's database is available in two forms. The complete Q&A database or a subset of it will be available for purchase from the Center. In addition, a simplified version will be available on the Center's web site. The Q&A database has the advantage of being more flexible than the version that will be on the Internet, allowing the user to search for resources under several descriptors at one time.

To create your own database, the following guidelines are recommended: In addition to standard bibliographic data, include this information for each resource: culture, genre, media, grade level, and language. Under each category define a limited number of choices depending on the nature of the collection you are developing. (See Appendix B for a list of sub-categories used in the Center's database and sample entries.) The Center's choices for culture include ancestor cultures (for example, Japanese) and the American experience of a cultural group (Japanese-American). Because English is a second language for many students, the Center has included bilingual books whenever possible in the collection and identified the language(s) of the resources in the database. Key words and subject headings are listed under subject on the database. The staff also include vendor and price to assist teachers in ordering their own copies of the materials.

Community Support

The Center staff members do not consider themselves experts on cultural diversity in the Los Angeles community, but rather informed networkers who can link teachers to resources in the Center and the community. As planning for a multicultural resource center begins, therefore, it is important to elicit help from members of various ethnic communities. Their knowledge and expertise can help prevent costly and embarrassing mistakes. Their involvement will help the staff to represent their communities accurately and give validation to the center's efforts. It is also essential to form connections with the educational community in the area. Local school districts may have diversity experts who could be of help. Neighboring colleges and universities may have resource centers of their own or may be interested in collaborating on a jointly sponsored multicultural resource center.

Connections with museums, theaters, and community centers are important so that events dealing with diverse cultures can be brought to the attention of teachers and students. One of the most important services a multicultural resource center can perform is to act as a clearing house for information. That is why it is important for such a center to be plugged into many sources of community information.

Members of the business community also have an interest in culturally fluent workers and may be very willing to help a multicultural resource center. Businesses may be able to donate funds or in-kind services and may have knowledge of resources such as multicultural trainers in the area.

While individual contacts are good, the formation of a standing Advisory Council is highly recommended. Continuity of advisors over time can be extremely helpful in establishing and maintaining a specific focus or mission. The interaction of Advisory Council members with one another will also be of benefit to the project.

Professional Development Activities

In designing a multicultural resource center, planners must decide whether to include professional development activities in the center's mission. Offering such seminars necessitates a professional staff skilled in multicultural curriculum and in facilitating cross-cultural exploration. If personnel and resources are available, professional development activities are a wonderful addition to center services.

Once the decision has been made to offer professional development activities, the questions multiply. What kind of activities? A cultural exploration experience? A tightly focused curriculum workshop? A teachers' support group? In what format? A weekend workshop? A five-week seminar? A day-long conference? Will all teachers from schools in the surrounding area be invited? Will special schools be targeted? Will credit or continuing education units be offered? These questions can only be answered by assessing the needs of the teachers in the local educational system and by looking at the resources of the sponsoring institution. It is important to survey other educational institutions and local school districts as well to avoid duplication of effort. This survey can also be used to uncover community resources and identify community members who can serve as consultants and speakers.

Whatever the format selected, the staff of the Center for Cultural Fluency highly recommends a team or buddy approach. Coming to an event with a teacher from the same school reduces anxiety in participants and promotes a sense of safety essential for exploring new cultures. The teacher team will reinforce each other's plans for curricular change, and together can have a greater impact on the curriculum and environment of the school they represent.

The Center staff also recommends providing some way in which teachers participating in professional development activities can share their learning with other professionals. The opportunity provides impetus for careful planning and implementation of curricular units with multicultural content. The spring conference showcases the skill and creativity of classroom teachers, encouraging other educators to infuse multicultural content into their curriculum. A format that allows for one-on-one interaction is highly recommended. It is hard to describe the excitement generated as two teachers – presenter and audience – discuss a multicultural curriculum project with all its challenges and successes.

Challenges

The Center for Cultural Fluency has been a sign of hope in a city whose racial troubles have been nightly news across the United States. It has not been achieved without challenges. Institutions beginning a multicultural resource center must be prepared for some difficulty. Individuals may criticize the collection for not having enough material on a

particular ethnic group. Teachers and students seeking to learn about another culture may have an occasional negative encounter among many positive experiences. Discussions of cultural diversity often involve our nation's legacy of racism, stereotyping, prejudice, and intolerance. Emotions such as fear, anger, pain, and humiliation may be close to the surface. In a society that assiduously avoids conversations about differences, beginning them may release pent up emotions, leaving all participants unsure how to proceed. Facilitators at workshops and Forums should be aware of this potential volatility and be prepared to handle it. The difficulty of this endeavor, however, is no excuse for avoiding it; rather, that difficulty is a sign of how desperately attention to diversity is needed. Everyone involved in establishing a multicultural resource center will need the strength to tolerate some discomfort on the journey toward cultural fluency, but the benefits in personal understanding and community harmony are extraordinary. The gratitude of teachers and members of the community will compensate your efforts, but the greatest rewards may be personal experiences of hope and reconciliation.

Staying in Touch

The Center for Cultural Fluency values interaction with diverse communities. We are always looking for new ideas and referrals to new materials, new resources. You, the reader of this monograph, are now part of the network. We would like you to stay in touch. You may access the Center for Cultural Fluency's web site at www.culturalfluency.org. If you prefer, call or write to us:

The Center for Cultural Fluency
Mount St. Mary's College
20 Chester Place
Los Angeles, CA 90007
(213) 477-2533

PrismPublishing

If you have found this monograph helpful, you may be interested in other materials available from **Prism**Publishing. For information or to place an order, call or write:

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Mount St. Mary's College
12001 Chalon Road
Los Angeles, CA 90049
(310) 954-4086

"Celebrating Cultural Diversity" Monographs

"Access and Persistence: An Educational Program Model" – $16
A description of Mount St. Mary's nationally recognized alternative access program which enables academically underprepared students to succeed in college.

"The Role of Faculty Development in Multicultural Education" – $16
A description of faculty and staff development programs on the subject of culture and learning, including excerpts from faculty and staff projects.

"Infusing Multicultural Perspectives Across the Curriculum" – $30
Twenty classroom tested syllabi incorporating multicultural perspectives into traditional classes in the liberal arts and science, together with a description of the programs which support such curricular change.

Diversity Packages: Videos Hosted by poet/author Maya Angelou, packaged with Leader's Guide and Monograph

"Making Diversity Work in Business and Education" – $70
Video, plus leader's guide and *"The Role Faculty Development in Multicultural Education"* monograph.

"Opening Doors: Helping the Underprepared Succeed in the Classroom and the Workplace" – $70
Video, plus leader's guide and *"Access and Persistence: An Educational Program Model"* monograph.

Appendix A: *Center for Cultural Fluency Advisory Council Members*

Celia Adams, Teacher, Harrison School
Los Angeles Unified School District
Making Diversity Work Forum Participant, 1995

Richard Alonzo, Principal
Leo Politi School
Los Angeles Unified School District

Marie Collins, Coordinator of Supervised Teaching,
Mount St. Mary's College

Joanne Choe, Liberal Studies (Elem. Ed.) Student
Mount St. Mary's College

Sister Imelda D'Agostino, Coordinator
Holy Childhood Association
Archdiocese of Los Angeles

Pat Disterhoft, Program Director
Early Childhood Education
Mount St. Mary's College

Erica Hagan, Director
Intercultural Communications Resources

Anthony Jackson, Teacher and Technology Training Consultant
99th Street Accelerated School
Los Angeles Unified School District

Im Jung Kwuon, Counselor and Columnist
Korean Times

Rev. Eric Law, Multicultural Trainer

Nancy Pine, Program Director
Elementary and Special Education
Mount St. Mary's College

Michelle Serrano, Teacher
Northridge Middle School
Los Angeles Unified School District

Ester Taira, Teacher Advisor
Multicultural Unit
Los Angeles Unified School District

Kathy Watanabe, Early Childhood Instructor
Culturally Relevant Anti-Bias Trainer

Pat Woodlin, Director/Curator
Luckman Fine Arts Center
California State University, Los Angeles

Appendix B: *Database Details*

Samples of the Center's Database Entries

Sample 1

Author Last Climo **First** Shirley
Date 1993
Title Korean Cinderella, The **Available from** Shen's Bookstore
Publisher Harper Collins Publishers
ISBN# 0-06-020433-8 **Dewey#** 398.2 CLI **Price** $15
LC# **No. of Copies** 1 **Length** (videos only)
Culture Korean
Genre myths & folk tales
Level primary
Media book
Language English
Subjects Cinderella
Annotation In this ancient Korean version of Cinderella, Pear Blossom, a stepchild, is chosen by the magistrate to be his wife.

Sample 2

Author Last Griego **First** Margot
Date 1981
Title Tortillitas Para Mama and Other Nursery Rhymes
Available from Follett
Publisher Henry Holt and Company
ISBN# 0-8050-0285-5 **Dewey#** 811 G **Price** $12.71
LC# PQ6267.E4 **No. of Copies** 1 **Length** (videos only)
Culture Mexican-American
Genre poetry
Level primary
Media book
Language English/Spanish
Subjects nursery rhymes
Annotation A collection of nursery rhymes, each in English and Spanish, from the Latino-American community, many with accompanying finger plays.

Sample 3

Author Last Pellegrini **First** Nina
Date 1991
Title Families are Different **Available from** Shen's Bookstore
Publisher Holiday House
ISBN# 0-8234-0887 **Dewey#** E PEL **Price** $15
LC# **No. of Copies** 1 **Length** (videos only)
Culture Korean-American
Genre fiction
Level primary
Media book
Language English
Subjects families; adoption; identity; adjustment
Annotation An adopted Korean girl discovers her classmates have different types of families.

Database Subcatagories

Cultures

African; African-American; Armenian; Armenian-American; Asian; Asian-American; Caribbean; Central/South American; Chinese; Chinese-American; Disabled; European; European-American; Pilipino; Gay and Lesbian; Hawaiian; Hispanic; Hispanic-American; Homeless; Indian; Japanese; Japanese-American; Jewish; Jewish-American; Korean; Korean-American; Mexican; Mexican-American; Middle East; Native American; Pacific Islander; Puerto Rican; Russian; Southeast Asian; Southeast Asian-American; Multi; Women; other.

Genres

Atlas; art; biography; cookbook; craft; drama; fiction; game; poetry & rhyme; prayers; music; myth & folk tale; nonfiction; text [theory for teachers]; multi; other.

Levels

Primary [K-3]; intermediate [4-6]; elementary [K-6]; intermediate and up [3-12]; middle school [6-8]; middle school and up [6-12]; high school [9-12]; teacher; multi.

Media

Audio; book; book & cassette; CD-ROM; diskette; game; journal; kit; laser disk; map; picture; poster; realia [weaving, art object, tool or implement]; video; other.

Languages

African; English/African; English; Chinese; English/Chinese; Creole; Hebrew; English/Hebrew; Hmong; Hmong/English; Japanese; English/Japanese; Khmer; English/Khmer; Korean; English/Korean; Lao; English/Lao; Native American; Spanish; English/Spanish; Vietnamese; English/Vietnamese; Yiddish; English/Yiddish; Tagalog; English/Tagalog; multi; other.

Subjects

There are several hundred subject categories, enough to fill a large notebook and more than space permits us to print here.

Appendix C: *A Forum for Teachers: Making Diversity Work*

The information provided here describes each day of the Forum. It is meant to be an outline, not a set of lesson plans. It gives a sense of the Forum content, style and activities.

These Forums are designed for teams of two K-12 teachers per school and comprise five Saturday morning sessions.

Session 1: Who Am I?

9:00	**Welcome**
	Introductions
	Commitment to diversity
	Demographics of your area's classrooms
	National demographics
	Description of Center's mission
	Preview of Forum and initial assessment
	Tour of facilities and resources
10:00-10:15	**Break**
10:15-11:35	**Culture**
	Introduction to culture
	Macroculture and microculture defined
	Exploration by participants of their own cultures
11:40	**Summary**
	Importance of culture
	Assignment: Personal collage
	Small group discussion of concepts and insights
	Evaluation: Pluses and minuses
12:00	**Completion Of Session**

Goals and Objectives for Session 1:

By the close of today's Forum, participants will understand

1. the Center's commitment to providing a safe place to explore difficult issues around culture and identity.
2. the necessity of taking risks to explore these issues.
3. the meaning and significance of cultural fluency.
4. the urgency of the need for cultural fluency in our world and our classrooms.
5. the possibility for an inclusive model of classroom instruction and environment.
6. an overview of the Forum: its goals, objectives, and activities.
7. their own responsibilities in the project and what they can expect from the Center staff.
8. an overview of the Center's resources, which will be available to them as they seek to make diversity work in their classrooms and schools.

Notes for the Leader on Session 1

This first session is critically important because it sets the tone for all the subsequent sessions. The content is not complicated. At the Center for Cultural Fluency, leaders generally begin with a description of the purpose and rationale for the Forum. In Los Angeles, a few statistics on the demographics of area schools are enough to make the case for studying diverse cultures. A brief history of your organization's mission and its commitment to diversity will establish your credibility. Most of the session should be devoted to the concepts of culture and cultural fluency. While you will spend some time lecturing, participants should be involved in simple activities that demonstrate the impact of culture and help them identify their own cultures. (A sample activity is included.) Participants are also asked to complete an initial assessment of their cultural fluency which serves as a baseline for anticipated changes and an evaluation tool at the conclusion of the Forum.

While the content is simple, your major goal for the day is to establish an atmosphere of trust and safety, where people of diverse backgrounds can undertake the difficult work of talking about differences. In these Forum sessions, the major mode of learning will be the discussions that takes place among participants. Frequently, these discussions will be on issues rarely mentioned in the United States and almost never discussed in racially, ethnically, and culturally diverse groups. Leaders at the Center for Cultural Fluency begin by acknowledging everyone's good faith. Participants have demonstrated their willingness to learn and grow by enrolling in the Forum. Using the metaphor of a journey, the leaders identify stages in their own growth and acknowledge their own need for continued learning. They also state clearly that such learning involves discomfort and risks on the part of all involved – the risk of being misunderstood, the risk of being rejected, the risk of being exposed to painful stereotypes and painful realities.

It is not enough only to warn participants that some parts of the Forum may be difficult. It is crucial that the leader be sufficiently skilled in group interaction to make the environment safe. Participants should feel free to ask unaskable questions, a behavior the leader may need to model. During a recent Forum, for example, a Latina wanted to know if a redneck was the same thing as a WASP. At times, the leader may need conflict resolution skills to deal with anger or hurt feelings. Opening a dialogue of this nature can feel volatile, but the ability to talk openly about culture, stereotypes, bias and prejudice is universally identified by participants as the single greatest benefit of the Forum.

The final activity of every session is a brief, small group discussion in which participants identify at least one plus and minus for the day. Pluses are activities that the participants found particularly helpful to their growth and understanding of cultural diversities. Minuses are activities or experiences which were not helpful. Out of these small groups come suggestions for other activities which are included, where possible, in the remaining sessions of the Forum.

Activity: Discovering Personal Space

To the Leader: Select two people from the group. Try to pick an extrovert and an introvert or people from different ethnic groups for the first pairing. You may think that subsequent pairs will be less influenced by the space factor because they know the purpose of the exercise. Our experience suggests that they will continue to feel the impact when their space is invaded. This is a good exercise to use for exploring unconscious cultural differences because participants are not threatened by it.

Instructions for Participants Please come forward and face each other approximately 10 feet apart. Begin talking to each other on any subject – a movie, a classroom issue, anything easy to discuss. (Pause to allow time for the conversation to get started.) Now begin walking toward each other and continue coming together for as long as you are comfortable. (Pause until the pair has stopped moving.) Ask the first person if he or she is comfortable with the amount of space he has. Ask the second person the same question. Ask the observers what they saw. (Usually the observers pick up signs of discomfort before the participants identify it. For example, a noticeably shorter step, a turning of one of the bodies, the raising of arms in front of the chest, turning the face away.) Ask the pair to stand at a closeness uncomfortable for both. Then have them move to a distance comfortable for both. (You will see an interesting jockeying for position comfortable to the self and accommodating to the other that is visible to the group.) Now everyone pick a partner and repeat this exercise. Is there a difference in the amount of space desired by each of you? Do you think factors such as age, sex, personality type, ethnicity, culture, geographical origins, or status influence the amount of space you are comfortable with?

Session 2: Who Are We?

9:00	**Welcome Back** Discuss personal collages.
9:30	**You've Got To Be Carefully Taught** Inheriting the family walk and talk: Cross-cultural differences in verbal and nonverbal interaction.
11:00	**Break**
11:15	**The Cultural Iceberg** The relatively few, easily observable aspects of culture versus more complex, unconscious cultural influences on behavior.
11:30	**On With The Journey** Next steps on the cultural fluency adventure: Cultural exploration projects.
11:50	**Summary** Assignment: Go someplace new to eat, walk, listen, talk and explore. Evaluation: Pluses and minuses
12:00	**Completion Of Session**

Goals and Objectives for Session 2:

By the close of today's Forum, participants will

1. discover more about each other's personal identity.
2. learn about cross-cultural differences in verbal and non verbal behavior.
3. understand the easily observable elements of culture and its deep, often unconscious influence on behavior.

4. begin to apply ideas about culture to their classrooms.
5. develop ideas for exploring various ethnic communities.

Notes for the Leader on Session 2

The session begins with a discussion period allowing each participant to share his or her personal collage and describe the meaning of the various visual images displayed. At the Center for Cultural Fluency, participants generally take great pride in sharing their projects, which have included photo collages, family trees, drawings, and even stitched or woven mats. This activity continues to build trust among the participants. It also helps people from diverse ethnic groups know each other as individuals, influenced by their ethnic identity but also by a number of other factors. Leaders help participants to see that their students can benefit from an acknowledgment of their cultural and personal identities. The Diversity Assessment Form can be used during the session to help participants see how diverse their schools and classrooms are, or it can be assigned for homework.

The majority of the second session is devoted to learning about "surface" and "deep" culture and how these are acquired through verbal and non-verbal interactions in childhood. "Surface" culture refers to those easily observed elements of human life such as fine arts, literature, drama, classical music, popular music, folk dancing, games, cooking, and dress. "Deep" culture refers to much more complex attitudes and behaviors such as notions of leadership, tempo of work, patterns of group decision-making, ideas regarding child raising, behavior related to status by age, sex, class, occupation, kinship and many more. The leaders have found it helpful to bring in a guest speaker, for example, a professor of anthropology or sociology, to present these ideas. Following the presentation, small group discussions focus on the confusion children experience when there is a discontinuity between the deep culture of home and that of school.

The session ends with a discussion of the assignment: to experience some facet of another culture. Participants are encouraged to browse through the Center's Community Notebooks for possible excursions and frequently give each other ideas during small group discussion.

Activity: Diversity Assessment Form

Briefly complete the following chart using the students in your class or your fellow teachers or both. Use initials to identify individuals. What macro- and micro-cultures do these individuals share? What are the "surface" and "deep" manifestations of their cultures?

Session 3: How Can We Learn More About Each Other?

9:00	**Welcome, You Explorers!** Where did you go and what did you do/learn? Small group discussion of community excursions
9:25	**Expanding Our Circle Of Comfort** Why do we balk? Keeping ourselves open to new information New conceptions of race Video: "Prejudice: Answering children's questions" **Stereotypes** Is there a difference in how people are treated? Small group sharing of personal experiences with stereotyping
10:30-10:45	**Break and Group Photo**
10:45	**Learning More About Others in the Classroom** Bringing in the absent and using the anti-bias lens. Models for integrating multicultural themes across the curriculum
11:20	**Book Fair and Community Resources**
11:45	**Summary** Assignment: Cultural excursion continued Evaluation: Pluses and minuses
12:00	**Completion of Session**

Session 2 Activity

Diversity Assessment Form

Briefly complete the following chart using the students in your class or your fellow teachers or both.
Use initials to identify individuals.

Name Student/ Teacher	Birthplace	Age	Language (First)	Religion	Sex	Ethnicity (All known)	Lives with
NVS	Brooklyn	50	Russian	Orthodox	F	Russian & Polish	Husband & 1 child
CM	Guatemala	8	Spanish	Christian	M	Guatemalan	Parents & Grandmother

Goals and Objectives for Session 3:

By the close of today's Forum, participants will

1. discuss the variety of experiences they have had during the last two weeks while exploring diverse cultures.
2. learn about the biological bases of human physical characteristics.
3. understand race as a socially-constructed concept.
4. learn how generalizations from people's race or appearance to their behaviors and characters can be misleading and harmful.
5. become sensitive to stereotyping, and aware of how our expectations and experiences can lead to stereotyping.
6. understand that cultural fluency is continually developing: we are always expanding and revising what we "know" about culture.
7. become aware of how we can expand our cultural fluency through use of books, videos and community resources.
8. understand some models for building curriculum units around themes, cultures, and genres.

Notes to the Leader on Session 3

In the previous sessions, participants have been exploring culture – their own and that of others. These activities were designed to give participants accurate information about cultures and teach them how to acquire even more information. Today we deal with inaccuracies – racism, stereotyping, and bias. To introduce the topic, we recommend using the excerpts from the videotape *Prejudice: Answering Children's Questions*, An MPI Home Video Presentation of an ABC News Presentation.[9] This videotape discusses the biological basis of human physical characteristics and explores the notion of race. A segment on the experiences of white and black teenagers in a shopping mall serves as a good introduction to bias in society. The tape has the added advantage of being an appropriate tool for use in classrooms ranging from middle school through high school.

Small group discussions are critical in this session. First, it is important for participants to have a chance to discuss their cultural exploration experiences. They have taken a risk and deserve to be rewarded. Some may have questions about a custom or food they observed, which the leaders or other members of the group can answer. Having their experiences validated makes it more likely participants will continue to explore.

Participants should be asked to identify and discuss experiences of stereotyping or bias they have personally experienced or witnessed in their classrooms. Care should be taken to prevent these discussion groups from becoming merely ventilation or blame sessions. The goal is for all participants to become aware of the various forms of stereotyping and the ways in which on-lookers can help to ameliorate such situations.

During this session, leaders will also introduce ways in which cultural exploration can be brought into the classroom. Concrete examples of ways in which culturally diverse materials can be integrated into existing curriculum are very helpful to teachers. At the Center for Cultural Fluency, display tables are arranged with materials according to various curriculum models and the participants moved from table to table as leaders explained the rationales. Community resources such as material that could be checked out from museums are also on display, and information about analyzing materials for bias is presented.

Activity: Cultural Exploration Assignment

How do we go about developing cultural fluency? By learning about the many cultural groups who live here: their history, their values, the realities of their lives in the United States. This assignment is designed to get you started or help you continue your journey as a cultural explorer. The goal is to increase your comfort and understanding of differences and practice some ways you can learn more about others. This small assignment will not make you an expert on any cultural group, but it will help you take the next step on the journey toward cultural fluency.

1. Choose a group, community, or philosophy you want to know more about. Possibilities include, but are not limited to, studying a particular ethnicity, religion, language, nationality, sexual orientation, disabling condition, or life situation such as homelessness, or immigrant status.

2. Devise a plan to immerse yourself experientially as well as intellectually with three activities. Immersion may in-

clude interviewing, visiting and photographing neighborhoods, going to restaurants, stores, and places of worship. You may also see films, movies, or entertainers, listen to music, and read local press or publications.

Session 4: Can We All Get Along?

9:00	**Welcome** Small group discussion of cultural explorations
9:30	**Confronting Bias In The Classroom** Recognizing bias in ourselves and our materials. Dealing with intolerance among our students
10:30-10:45:	**Break**
10:45	**Practicing Anti-Bias Techniques** Role playing and discussion
11:40	**Summary** Assignment: Watch for teachable moments Rehearse a response or attempt a follow through Identify an incident of bias to share Evaluation: pluses and minuses
12:00	**Completion of Session**

Goals and Objectives for Session 4:

By the close of today's Forum, participants will understand

1. a variety of new cultural experiences shared by fellow teachers.
2. a perspective on how bias develops in children.
3. the concept of teachable moments in relation to bias reduction.
4. concepts and strategies for conflict resolution.

Notes to the Leader on Session 4

Participants share what they read, saw, or experienced in the past weeks. In a typical session, some will have read a book or watched a movie, such as the film *Like Water for Chocolate*. Others will have visited a museum, a restaurant, or a bookstore or shop. Expect that students will have experienced some resistance to or hesitation about exploring new areas of literature or new places in the community. If participants do not bring up this discomfort, the facilitator should ask about it both to reassure participants that such feelings are normal and to encourage them to persist. Participants will be grateful that the Forum pushed them to take these important next steps.

The topic for the day is dealing with bias. Consistent efforts on the part of a teacher can make the classroom a more bias-free environment, perhaps the first students have ever experienced. Center for Cultural Fluency staff have found it useful to bring in a guest speaker who is an expert on dealing with bias in age-appropriate ways in elementary and secondary school classrooms. The anti-bias trainer presents principles to use and strategies to follow and then offers a series of vignettes for participants to discuss and role play. Emphasis is placed on viewing biased statements and discriminatory acts as "teachable moments" during which students can be led to examine their assumptions and change their behaviors. For facilitators who do not have access to an anti-bias trainer, we suggest the use of the text *Anti-Bias Curriculum: Tools for Empowering Young Children* by L. Derman-Sparks and the A.B.C. Task Force.[10] Homework assignments ask teachers to apply these principles in their own classrooms and note the results.

Activity: Recognizing Stereotyping in Ourselves

Choose a picture of an accident from a magazine or newspaper. Try to find one that shows a mixed group (age, race, sex, etc.,) Have the class briefly write a description of what they think has happened and will happen next. Ask volunteers to share what they have written. Continue getting volunteers until you have at least three versions of "reality." This exercise demonstrates how we all fill in the blanks when we don't understand a situation – and the blanks get filled in from our own unique experiences. In other words *our stereotypes tell us more about ourselves than about others.*

Let the group discuss this concept for about 5 minutes then break the group up into twos. Give each group a stack of pictures of ambiguous meanings. Have each person in the dyad take turns practicing doing the following:

1. Saying what I see/hear without filling in the

blanks. (For example, I see a woman and a man. The man is frowning. The woman has tears running down her cheeks.)

2. Saying what I think/believe without defining it as reality. (I think she is crying because he hit her, but maybe that isn't what happened.)

3. Saying why I am interpreting what I am experiencing, while noting that I may be defensive about my opinion. (I am interpreting the picture this way because my sister was abused by her boyfriend, and she often had a similar look on her face.)

4. Describing an incident in the past when I made an inference and it was wrong. (Just as I came to the sales register, I saw a white clerk ignore a Latina who seemed to be waiting in line. I thought the clerk was exhibiting prejudice, but it turned out that the Latina was holding a place for her friend who had not yet returned from the dressing room.)

Session 5: How Can We Help Our Students Become Culturally Fluent?

9:00	**Welcome**
	Small group discussion of incidents of bias
	Review culturally fluent strategies and responses
	Role play
10:15-10:30:	**Break**
	Project displays from past spring conferences
10:30	**Looking Ahead to the Spring Conference**
	Slide show of past conferences.
	Brainstorming topics, activities, and formats
	Proposal and summary reports.
	Publicity
11:30	**Business**
	Ordering materials – use your stipend
	Continuing education units.
	Forum evaluation
11:45	**Summary**
	"Video Universe"
12:00	**Forum Ends**

Goals and Objectives for Session 5:

By the close of today's Forum, participants will understand

1. the importance of increasing our awareness of stereotypes.
2. what we can do to lessen the destructiveness of stereotypes.
3. some guidelines for acting to alleviate bias and stereotyping in ourselves and others.
4. some formats and content for multicultural units, leading to a spring conference project.

Notes to the Leader on Session 5

In small groups, participants discuss incidents of bias they have observed or experienced, and they rehearse strategies for addressing these issues during the role playing session which follows. After role playing and further discussion of effective anti-bias techniques, participants begin to plan classroom projects that will extend their developing cultural fluency into their classrooms. Procedures are discussed for presenting these projects at the spring conference.

The Forum ends with a moving video entitled "Video Universe." In this 10 minute film, a cross-section of Los Angeles' school children are seen reciting a quote from Einstein in their first languages. The message of compassion for others combined with the wonderful diversity of the Los Angeles school population reinforce everyone's commitment to cultural fluency. In planning a concluding activity, give thought to something representative of the schools in your area, which emphasizes the value of diversity and encourages teachers to continue their explorations.

A human being is part of the whole,
called by us, Universe,
a part limited in time and space.

We experience ourselves as something
separated from the rest,
restricting us to our personal desires
and to affection for a few persons nearest to us.

Our task must be to free ourselves from this prison,
by widening our circle of compassion
to embrace all living creatures
and the whole of nature in its beauty.

Albert Einstein

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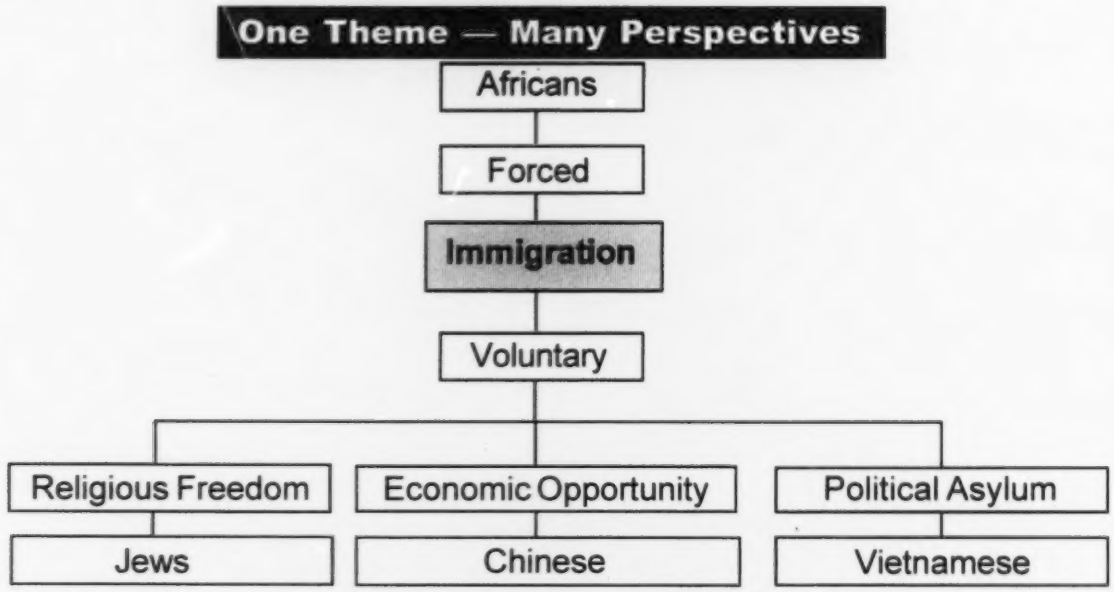
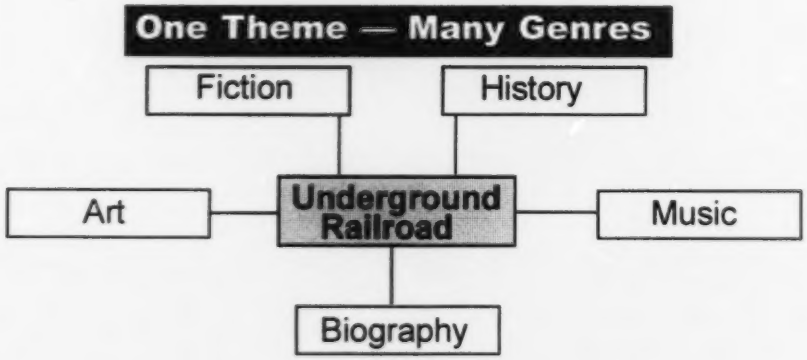
Session 5 Activity

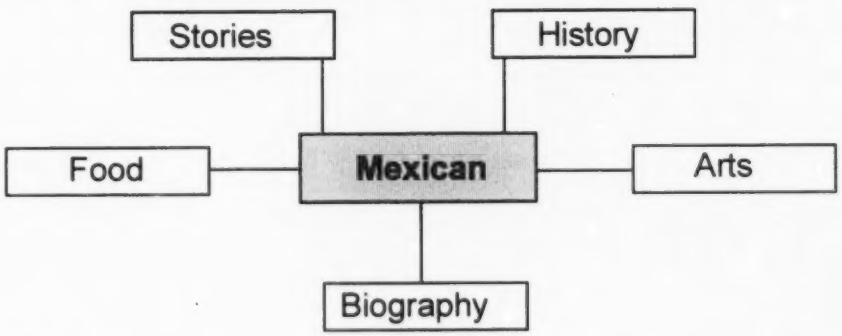
Models for Integrating Multicultural Themes Across the Curriculum

Seminar participants may be uncertain about effective ways to organize their projects. The following models provide classroom-tested ideas for organizing multicultural materials. Before this session begins, the instructor should assemble displays of resources demonstrating each model. Alternately, students may be given descriptions of the models and asked to develop a list of resources appropriate for each using the Center's database.

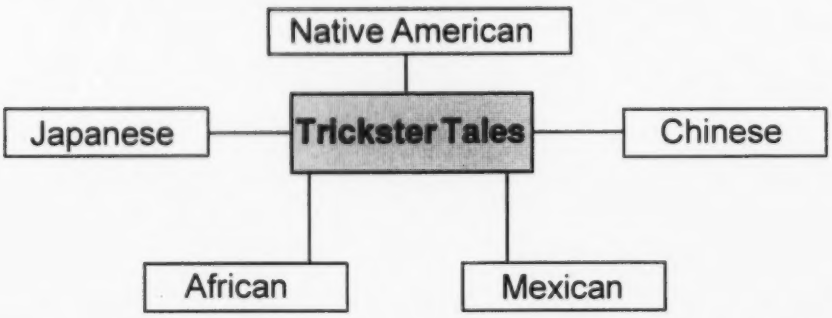




Many Genres — One Cultural Group



One Genre — Many Cultural Groups



Appendix D: *Pre- and Post-Forum Assessment*

For the pre-Forum Assessment, the Center for Cultural Fluency staff administers items 1-10. At the end of the Forum, participants are asked to fill out items 1-11. The final item will have to be modified to include the activities you have used.

Making Diversity Work: A Forum for Teachers

Please give your response to the following prompts by circling a number on the 1-5 scale, providing examples when possible.

Communicating with Others

1. How comfortable are you with talking about your cultural background?

not at all 1 2 3 4 5 extremely

Example:

2. How comfortable are you with asking others about their culture?

not at all 1 2 3 4 5 extremely

Example:

3. How aware are you of biased attitudes in yourself, in your colleagues, and in our society?

not at all 1 2 3 4 5 extremely

Example:

4. How comfortable are you with addressing issues of prejudice, intolerance, and conflict that arise in your daily life?

not at all 1 2 3 4 5 extremely

Examples:

5. How comfortable are you with exploring the diverse community of Los Angeles (insert name of own community)?

not at all 1 2 3 4 5 extremely

Example:

6. How committed are you in your journey toward cultural fluency?

not at all 1 2 3 4 5 extremely

Example:

Your Classroom

7. How open are you to introducing multicultural themes and resources into your classroom?

not at all 1 2 3 4 5 extremely

Example:

8. How ready are you to use:

	not at all				extremely
community resources	1	2	3	4	5
museums	1	2	3	4	5
books	1	2	3	4	5
videos	1	2	3	4	5
art work	1	2	3	4	5
music	1	2	3	4	5

Example:

9. How aware are you of where to get help with multicultural resources?

not at all extremely
1 2 3 4 5

Example:

10. How much do you know about Los Angeles (insert name of own community?) and its cultural resources?

not at all extremely
1 2 3 4 5

Example:

Forum Activities

11. Please help us evaluate these Forum activities. Indicate highlights with a "+," losers with a "-," and leave a blank if you are neutral. Include any additional comments you wish.

Session 1: Who Am I?

_____Discovering personal space
_____Introduction to cultural fluency
_____Introduction to the Center and the Forum
_____Culture collages

Session 2: Who Are We?

_____Sharing personal culture projects
_____Guest speaker on the acquisition of culture in childhood
_____Cultural Iceberg
_____Diversity assessment form

Session 3: How Can We Learn More About Each Other?

_____Sharing cultural explorations
_____Videotape and discussion on race and stereotyping
_____Book fair and community resources
_____Cultural exploration project

Session 4: Can We All Get Along?

_____Small group discussion of cultural exploration, phase 2
_____Guest speaker on anti-bias techniques
_____Role playing of anti-bias techniques
_____Recognizing our own biases exercise

Session 5: How Can We Help Our Students Become Culturally Fluent?

_____Small group discussion and role playing of bias incidents
_____Exploration of project and conference expectations
_____Project displays
_____Brainstorming curriculum ideas
_____Models for curriculum units

COMMENTS:

APPENDIX E: *First Year Equipment and Supplies Budget*

Equipment[11]

Four-drawer lateral file (for clipping files)	$ 550
Bulletin board (4'x 6')	100
IBM computer and printer	2,250
Computer desk	160
Computer chair	40
Q&A software	200
Two work tables (3'x 5')	200
8 padded folding chairs	220
10 bookshelves (particle board, unassembled)	400
Fax and phone answering machine	400
Copy machine	2,435
CD and cassette player	108
Four 2-drawer library card files	214
3 table top hanging racks	105
10 poster hanging racks (curtain rods)	50
Total Equipment	***$11,032***

Supplies

Cataloging supplies	
Call number labels – 2 packages	$ 24
Vinyl label protectors – 3 rolls	24
Card pockets – 2 boxes	20
Catalog cards – 2 boxes	15
Imprinted adhesive sponsor labels – 3 rolls	180
Address stamp and ink pad	20
Book and poster covering materials	
Book jacket covers – 1 roll each of 9", 12", 14"	105
Vinyl paperback re-cover – 3 rolls	66
Vinyl book tape – 4 rolls	20
Laminating (at local teachers' supply store)	200
Circulation materials	
Post-it due date slips – 10 pads	26
A-Z division guides – 1 set	7
Circulation card file box	15
Date stamp	10
Shelving materials	
Bookends – 15 pairs	$ 50
Acrylic adhesive self label holders – 20	13
Pamphlet shelf file boxes – 25 magazine size	34
Hanging rack bags – 30 each of 4 sizes	70
Transparent envelopes – 100 (for video packets)	140
Miscellaneous office supplies	100
Total Supplies	***$1,139***
Total Equipment and Supplies	***$12,171***

ENDNOTES

[1] The Pilipino community prefers this spelling to adhere to the Tagalog language, which has no "F" sound.

[2] Copies of monographs and videotapes can be ordered from **Prism**Publishing of Mount St. Mary's College. See ordering information in Section IX.

[3] Z. Pearlstone, *Ethnic L.A.*, Beverly Hills, CA: Hillcrest Press, 1990.

[4] L. Blum, *Antiracisim, Multiculturalism, and Interracial Community: Three Educational Values for a Multicultural Society*, Boston: University of Massachusetts, 1991.

[5] This definition of a culturally fluent person was adapted from the following references:

Baptiste, H. Prentice. et al. ***Multicultural Teacher Education: Preparing Educators to Provide Educational Equity.*** **Vol. 1. Washington, D. C.: American Association of Colleges for Teacher Education, 1980.**

Grant, C. A., ed. ***"Encouraging Multicultural Education." Multicultural Education: Commitments, Issues, and Application.*** **Alexandria, VA: The ASCD Multicultural Education Commission, 1977.**

Hernandez, Hilda. ***Multicultural Education: A Teacher's Guide to Content and Process.*** **Columbus, Ohio: Merrill Publishing Co., 1989.**

Lynch, J. ***Multicultural Education: Principles and Practice.*** **London: Routledge, 1986.**

_____. ***Multicultural Education in a Global Society.*** **Great Britain: The Falmer Press, 1989.**

[6] Mount St. Mary's used Follett Library Resources with a K-8 catalog which includes over 35,000 titles. Address: 4506 Northwest Highway, Crystal Lake, IL 60014-7393, (800) 435-6170.

[7] Supplies for preparing materials for shelving are available from a library supply company. Three companies the Center has used are:

- Highsmith, P.O. Box 800, Fort Atkinson, WI 53538-0800, (800) 558-2110
- Bodart, 1609 Memorial Avenue, Williamsport, PA 17705, (800) 233-8959
- DEMCO, P.O. Box 7488, Madison, WI 53707-7488, (800) 356-1200.

[8] Symantec Corporation, 10201 Torre Avenue, Cupertino, CA, (408) 253-9600.

[9] This 75-minute video is available for $100 from Insight Media, 2162 Broadway, New York, NY 10024, (212) 721-6316.

[10] Available from the National Association for the Education of Young Children, 1509 16th St. NW, Washington, D.C. 20036-1426, (202) 232-8777.

[11] Additional equipment provided by Mount St. Mary's College included a typewriter, word processing software, storage cabinets for audio cassettes and games, and a file cabinet for Center operations files.

PrismPublishing™
Mount St. Mary's College
12001 Chalon Road
Los Angeles, California 90049-1599